For Those Concerned With Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

1957-1958
That We May Explore Resources for Learning

Childhood Education

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Volume 34 **Number 6**

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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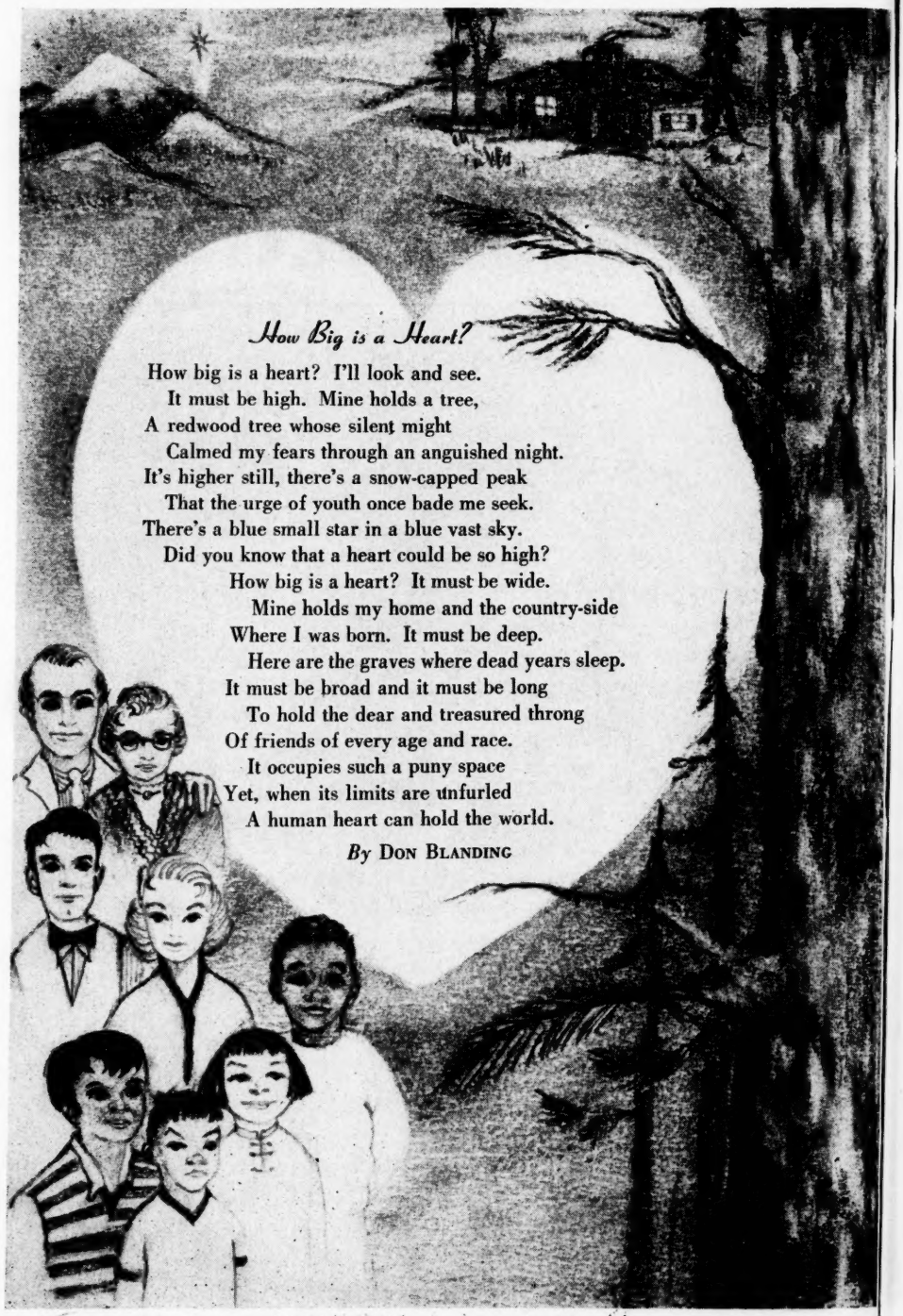
Subscription $4.50. ACEI membership (including subscription) $7. Comprehensive membership $9. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1897. Copyright 1958. Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

1200 15th ST., N. W., WASHINGTON 5, D. C.



How Big is a Heart?

How big is a heart? I'll look and see.
It must be high. Mine holds a tree,
A redwood tree whose silent might
Calmed my fears through an anguished night.
It's higher still, there's a snow-capped peak
That the urge of youth once bade me seek.
There's a blue small star in a blue vast sky.
Did you know that a heart could be so high?
How big is a heart? It must be wide.
Mine holds my home and the country-side
Where I was born. It must be deep.
Here are the graves where dead years sleep.
It must be broad and it must be long
To hold the dear and treasured throng
Of friends of every age and race.
It occupies such a puny space
Yet, when its limits are unfurled
A human heart can hold the world.

By DON BLANDING

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TOGETHERNESS AND ALONENESS

OF ALL THE MAMMALIAN SPECIES, WE MEMBERS OF *Homo sapiens* SEEM to have the greatest need of companionship and sharing of experience. Our helpless infancy is the most prolonged; our mating relationships are the most constant. That distinctive human trait, language, is the symptom and the product of the needs of our nature and the nature of our needs.

The later nineteenth century tended to overlook the part which cooperation has played in human development and to stress "survival of the fittest." Darwin himself had made no such blunder, but the high social mobility of that age brought to the top rugged and often ruthless individuals who found their esthetic justification in the romantic hero-worship preached by Carlyle and Nietzsche and their moral rationale in "social Darwinism." Biography became the essence of history. In the first half of our own century, leaders inspired by such notions brought us all to the brink of destruction.

Today the pendulum of thought has swung, and this issue of CHILDHOOD EDUCATION is part of the swing. But it is important that the balance be rectified, not destroyed by a new extremism in the opposite direction. Human life is best lived in the magnetic field between the poles of togetherness and aloneness.

We hear much talk in the field of education about "starting where the child is," "making things relevant to life situations," "giving the child a sense of belonging." And who will deny the validity of such approaches to teaching? But isn't it equally important quite deliberately to cultivate discontinuities in the thinking and experience of our children? People who always start where they are seldom get anywhere else: "How can he know England who only England knows?" It is only by leaps of the informed imagination that we can stand outside ourselves and get any objectivity about ourselves.

For example, in this country at the level of "higher" education (which is surely no more significant in the developmental process than any other four years of learning) there is currently a rage for American studies—one in which my own college is eagerly participating. But there is grave danger that unless one has studied with some intensity the Europe of Louis IX, the Islam of Harun al Rashid or the China of Shih Hwang-Ti, one will have no perspective on his own time and land, no possibility of triangulation. This is intellectual incest. Those who know the elementary schools professionally, as I do not, must learn to

spot and to remedy similar myopias in ways fitted to the ages of their students; for even the very young must learn to stand outside themselves and their group.

Our world is changing with breathtaking speed. Many of our inherited ideas do not seem to fit the new situations. We must some way achieve new ideas; we must peck our way through the shell of traditional presuppositions. Will sharing in group discussion do it? One doubts it. If you ask enough people what they think about an original project or concept in still inchoate form, it is in the nature of things that they will be against it. Basic originality seems usually to be achieved by the "maladjusted," the un-groupy, the people who treasure otherness and discontinuity. We and our children need indeed to be, in every sense. together. But our spirits will smother unless simultaneously we achieve solitude.—LYNN WHITE, JR., *president, Mills College, Oakland, Calif.*

SO WITH THE GEOGRAPHER: HE SEES WHAT THERE IS TO SEE OF THE VISIBLE relationships between men and their places and between place and place, and with time and training he can usually get the gist of what he sees. For the fuller understanding of the action, however, he needs the assistance of other students of humanity. He needs the historian's "silent backward tracings" that enable him to view the matrix in which the present relationships have their roots; he needs the economist's assessment of the role of capital, labor, and trade policies in influencing the use men make of their resources; the anthropologist's and sociologist's perceptions of the manner in which relationships between men and their places may be molded by custom, social institutions, and group experienees. And, not least, he needs the preacher's reminder that a man's life does not consist entirely in the abundance of things that can be measured, mapped, and related.—By permission, from *Frontiers of Knowledge* (page 130), edited by LYNN WHITE, JR., copyright 1957, Harper & Brothers.

By D. KEITH OSBORN

The Ecology of Teaching

In a well-balanced orchestra one doesn't notice the second violin until it is absent. So it is in ecological teaching we find a harmonious whole —the balanced presentation of man in the universe in its proper perspective. Shouldn't we repeat this often today—the day of over-emphasis in some areas of education?

NOT TOO MANY YEARS AGO THE OBSERVATION facilities of a laboratory nursery school were seen as the sole domain of the child development class. Today the child development student has company as he observes the young child. In the darkened confines of the booth one finds medical and nursing students, dietitians, ministers and students of college of education classes.

Why this sudden interest? Medical and nursing schools are aware that students achieve a better understanding of the sick child as they observe and understand the well child. Dietitians have become more aware of the importance of feelings and attitudes as they affect the total food situation. Teachers working with adolescents realize that insights into adolescent behavior can be gained as one watches the four year old struggle to find his place in a group.

In other areas too "encroachments" are occurring. Into his conceptual framework the psychologist is adding materials "borrowed" from fields like sociology, anthropology and physiology. Even the business world is not exempt! Large corporations employ consultants from such fields as art and motivational research.

The author wishes to acknowledge his appreciation to Dorothy Lee and Carol Ballingall, cultural anthropologists, for their assistance in the preparation of this article.

This trend is inevitable. As more information is brought to light it becomes increasingly apparent that no single discipline possesses the total answer to man or the universe of which he is but a part. It is also apparent that a fuller understanding of this universe becomes possible only as each discipline shares its material and as this material is placed in its proper perspective.

Educated man has begun to appreciate the individual contributions of each discipline as they relate to his own point of view. He has at last begun to approach and to solve his problems along lines suggested from observation of the natural environment. While the study of these interrelationships in the natural setting is called *ecology*, the manifestation of this approach in the behavioral sciences has been called the *multidisciplinary* approach. Rather than use the term *multidisciplinary*, the writer would prefer to "borrow" the concept of ecology from the biological science and relate it to the teacher and his situation.[1]

It is now known that a balance is maintained in the natural setting. In the

[1] The term **multidisciplinary** seems inadequate since it sugests to the writer an additive process; that is, discipline X plus discipline Y plus discipline Z. The concept of ecology suggests an interrelationship—an interweaving of disciplines X, Y and Z. Dewey used the term ***transaction***, *which goes even beyond interrelationship*; i.e., X, Y and Z are not even X, Y and Z apart from their relationship. One example which he uses is that a buyer relating to a seller is not a buyer apart from his relation to the seller. The seller and the relationship are a part of his definition.

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natural environment each item plays a vital role in contributing to this relationship. When one change occurs, the total environment is affected. For example, the excessive killing of snakes causes an increase in the number of rats. As our forefathers learned, the wholesale destruction of trees leads to erosion of land and loss of valuable water resources.

But what does this mean for the teacher? Several things seem immediately apparent:

1. *The teacher must be aware of the interplay of forces which affect the total school environment.*

It has already been shown that one alteration in the natural environment will give rise to other changes. This principle is also true in terms of the school environment. An example may help clarify this:

Hospital dietitians working with young children are beginning to realize more and more the importance of pleasant meals as well as nutritive meals in the treatment of patients. Too much emphasis on the "basic seven" *per se* may lead to poor eating habits and ultimately result in a less healthy child.

The classroom teacher realizes that the child does not come to school in a vacuum. He brings his family, his neighborhood and his community with him. The teacher must be aware of these "additional classmates" as he works with the child. As the teacher becomes more aware of the total environment and its effect on the individual pupil and the class, he increases his effectiveness as a teacher.

2. *The curriculum as viewed as a whole, total experience.*

Ecological teaching utilizes the total situation in teaching. The social studies teacher is aware of arithmetic in social studies; the arithmetic teacher is aware of social studies in arithmetic. *Subject matter attains its fullest meaning as it is taught cooperatively rather than comparatively.*

Within a given area, the subject matter takes an integrated form. For example, in teaching about the Southeast the social studies teacher focuses on the people, their way of life and how this way of life is related to the products they produce, the attitudes they have and the recreation they enjoy. The focus is on the total way of life rather than on population (taught on Monday), state capitals (taught on Tuesday) and farm products (taught on Wednesday).

3. *Each individual in the class is an important, worth-while contributor to his class, his school, his community.*

When each flower, each tree, each blade of grass are present and accounted for, the natural environment is in harmonious balance. The same is true for the classroom. Each member of the class has a place and contributes to the whole. The teacher recognizes the importance of each contributor to this social environment. Each child is seen as a creative individual who brings to the classroom his own unique experience. When each resource is utilized the social environment is also in harmonious balance. The ecological teacher helps the child find his niche in the class and community. He helps the child to realize his worth and responsibility to this universe of which he is a part. As the child is able to accept himself as a worth-while individual, he is able to learn to accept others. He views himself as within rather than outside the environment.

4. *The teacher retains his own point of view but is aware of the contributions of other disciplines and their importance to the total teaching situation.*

In the natural environment, a flower is a flower. It is not half flower, half tree. However, the flower provides pollen and carbon dioxide and takes oxygen, light and water as it contributes to the whole. Likewise the social studies teacher is a social studies teacher—not a psychologist or anthropologist. However, in giving, the social studies teacher may take from the psychological and anthropological areas and utilize these in his teaching. The ecological teacher utilizes the principles of development and learning theory. He can profit from the findings of medicine. He is aware of the contributions of anthropology and sociology toward understanding the individual and the group. The contributions of the various disciplines incorporated within one's own point of view may help to give a more meaningful experience to the child.

Perhaps the most salient feature of the ecological approach is the absence of gaps. In a well-balanced orchestra one doesn't notice the second violin—until it is absent. The ecology of teaching means a harmonious whole—the balanced presentation of man in the universe in its proper perspective.

HOW CAN WE DIRECT THE CONCERN ABOUT THE EDUCATION OF GIFTED CHILDREN into safe channels—safe for our children and the nation? To do so, we must think through what we know about child growth and learning. We must examine our beliefs regarding the purposes of education in a democracy. Within these facts and values lie guidelines for action. As thoughtful people place present issues and concerns against a broad background of scientific knowledge and democratic values, guidelines such as these are likely to evolve.

All children have undiscovered potentialities. Their gifts differ in degree and kind, but creativeness is present in some degree in every child. Democracy's assignment to teachers is clear. It is to help each child discover and develop his unique gifts.

Our public tax-supported schools are designed for all of the children of all of the people. Every parent has a right to expect that the school will value his child and help him to become his best self.

By seeking the undiscovered resources which lie within every child, we best assure the identification of very able children. Regardless of claims which are sometimes made, we are not now able to identify in childhood those who will make remarkable contributions in adulthood. Many unpredictable factors, such as motivation and physical and emotional status, influence achievement. The only sure way to locate the human resources of remarkable talent is to focus study and guidance upon each child.—From *All Children Have Gifts* (pages 6-7), by ANNE S. HOPPOCK, copyright 1958, Association for Childhood Education International, Washington, D. C.

By JAMES B. MACDONALD

Practice Grows from Theory and Research

"The search for better teaching practices leads to theory and research in all realms that provide knowledge and insight about human activity," says James B. Macdonald, assistant professor of education, New York University.

A SCHOOL LEARNING SITUATION MAY BE said to consist of a person pursuing desired learning outcomes in a relationship with other people and concrete and/or symbolic aspects of the environment. Thus—an individual, his relations to other people, other people's expectations, his goals and purposes, his perception and understanding of the environment—all these enter into and shape the learning process. When the learning situation is seen this way, teaching practices become operative procedures derived from knowledge about these things.

Better teaching practices come from better sources of knowledge. Personal experience is one source of knowledge. However, teaching practices which get "results" are not necessarily good. Results must be seen in terms of a total picture which includes means, ends and various elements involved. Only a careful synthesis of research findings which are related to a general theoretical framework can provide a total picture from which good teaching practices can be derived.

The search for better teaching practices leads to theory and research in all realms that provide knowledge and insight about human activity. The nature of the individual; the nature of his social relationships; the nature of his environment as he sees it and as it is; the values, purpose and goals of the individual—all these things are important.

Each of these areas shall be viewed in terms of certain implications of recent research. Any attempt to review the specific findings would be presumptuous in so short a space. Selectivity based upon interests and background of the writer has been a further factor. Certain general trends are indicated. Some trends show marked continuity with past research, and other trends suggest different directions. The problem of utilizing research for teaching practice is isolated, and a solution for this is proposed as the task ahead.

The Individual

Knowledge about individuals is derived from research on such topics as personality, intelligence, glandular function and changes in chemical composition of cell structures. Findings are diverse and scattered widely throughout many sources. There is continuing evidence of large variations among and between individuals, and complexity of patterned relationships of important aspects within the individual are becoming more apparent. Continued effort is mandatory on the part of teachers to recognize the complexity of and the variations in and among individuals. It is suggested that better ways must be developed for meeting individual variations than such widespread practices as, for example, ability grouping.

Society and Groups

Social expectations, roles, status, class; the normative structure of groups; and the group interaction process are all important research areas from which sound teaching practice may be developed. Within these areas industrial data about employer-employee relationships, task solution in small groups and cultural expectations of sub-groups are important sources.

Research concerning the composition of groups, their leadership roles and normative structures, points toward an increasing awareness of the effects of interpersonal relations upon the motivation, learning, behavior and perception of individual members. The learning situation is both task oriented and feeling oriented. The effects of the feelings network upon the individual members will influence perception and accomplishment of the learning task. A teacher who ignores the feeling-tone of the classroom or who fails to recognize that peer approval of children's activities may have a different value than teacher approval may be short circuiting effective learning.

Concrete and Symbolic Aspects of Environment

As humans grow and develop they come into increasing contact with their environment. The environment consists of sensations and perceptions which are built into a frame of reference for each individual, primarily through the use of symbolic media (words, gestures, facial expressions, movements, numbers, musical and rhythmic notation and expression and art creation). All these media are means of communication and expression of the individual as he perceives and responds to the environment.

As environment becomes part of a person through symoblic means, it is associated with feelings and tends to shape the way environment will be seen at future times.

Research in the areas of communication, language development and structure, semantics and perception are all relevant to teaching process. It is becoming increasingly clear that exchange of information and perception of meanings through symbolic media are highly complex situations. Teachers cannot be sure that a word means the same to all youngsters or that directions are perceived and interpreted in the same manner by all. It is suggestive that some learning failures may be due to differing cue-properties of symbols for individuals or in the definition of the learning product in terms of the teacher's symbol meanings.

Goals, Purposes and Values

The last general aspect is not an area of the same nature as the previous ones. It is essentially a combined topic which runs throughout all. It has been included here simply because the learning situation imposes certain expected outcomes upon the learner and also assumes some kind of purpose and valued activity on the part of learners.

There is little, if any, research within the area of goals. It is included here to point out the need for being able to answer such questions as: Where do goals for education come from? What role should the school play in achieving these goals in relation to mass media? What goals are achieved in school rather than through other agencies? These questions suggest areas that need to be examined by research.

(Continued on next page)

The functioning of purpose and value in the learning situation concerns a large body of research data. These data continue to emphasize the importance of perceived purpose for pupil activity which leads toward pupil-valued outcomes. It is also clear that the value attached to the outcome of the activity or the activity itself may influence the definition of purpose. The psychological world of the child is closely related to his values. It is certainly suggestive that teachers begin with the value systems of youngsters as one starting point for developing teaching practices.

Utilizing Research

Any report about research must by the nature of our knowledge about the individual-in-society be tempered by the realization that specific suggestions for teaching practice are tenuous. The concept of the individual-in-society is a global concept which does not lend itself to specific bits of available research.

Rather, a further step must be taken before the use of present research can be translated into teaching practice in any general way. This step is the construction and testing of theory about human behavior. By this it is meant that bits of research coming from all areas discussed may be related by some logical structures or theoretical frameworks which can then be tested and reshaped into a general theory of behavior.

When sound theory or theories relating to the various segments of our present perception of the individual-in-society are constructed, then these theories may be spelled out in detail in terms of their ramifications for teaching practice.

It is, for example, one thing to know how teacher leadership (authoritarian or otherwise) affects the learning process. It is another thing to know how pupil ego defenses frustrate pupil learning in the classroom. Data from both these sources are useful. However, until both kinds of data can be related to each other under a general theory it is extremely difficult to relate, predict and control both phenomena in the situation. It is the kind of "global" prediction which underlies a teaching practice—a prediction which says that given *this* about individuals, in *that* group, with *these* things to learn, then *the following* procedures will be effective.

The Task Ahead

The job ahead is immense. The research available is considerable and growing but spread throughout many areas. The role of educators is clear. Educational and/or curriculum researchers must join the concerted effort of others in the behavioral sciences to synthesize and test a larger framework. It is this larger framework which will provide more relevant information for improving teaching practice.

Elementary School Program Must Be Broad Based

THE IMPLICATIONS FOR THE ELEMENTARY SCHOOL ARE CLEAR. OUR DEMOCRACY needs personalities of many kinds to give it balance and richness. *We need the abilities of all citizens to fulfill the practical and spiritual requirements of our century. The curriculum of the elementary school must therefore be broad based.* It must make it possible for each child to find and demonstrate his abilities and to be valued for his contributions. In this way, he learns what he has to give to society; he learns the confidence and the desire to give it.—From *All Children Have Gifts* (page 9), by ANNE S. HOPPOCK, copyright 1958, Association for Childhood Education International, Washington, D. C.

By HUEY LOUIS KOSTANICK

The Contribution of Geography

". . . geography can offer some keys to both definition and analysis of certain problems of man," writes Huey Louis Kostanick, associate professor of geography, University of California, Los Angeles.

THE WORLD IS CHARACTERIZED BY A diversity of natural landscapes and of peoples. Each area of the earth—be it the majestic Swiss Alps or the monotonous Great Plains of the United States—is unique in the combination of physical and cultural elements associated with it. Nature provides the physical environment and man supplies the cultural attributes.

Although each area is unique, it also has features similar to other areas of like character. The glaciated mountains of the Sierra Nevada in the United States or the high Andes of Chile are much like the Alps. The rolling wheat lands of the Soviet Ukraine are much like those of the Great Plains.

This use of contrast and comparison provides a basic technique in geographical analysis, whether on a local or a world scale.

Infinite Variety of Landscapes

The variety of landscapes is endless. In a few moments one can picture many different types of life in differing physical settings—be they in the countryside or in the city.

The life of a little "Heidi" in a Swiss mountain village is geared to the march of seasons. In summer, sheep, goats and cattle graze on high Alpine meadows. But in winter, when coldness and snow descend, life centers on indoor handicraft or on outdoor winter sports. How different is the life of a Congo African child where it is not coldness but difference in rainfall which marks the important change in seasons, dividing the year into wet and dry seasons! How different is the life of a Sahara Desert nomad who lives in tents! He spends the year traveling hundreds of miles in an endless search for grass for the flocks of sheep, goats or camels that can provide life in the dry zones where there is not enough dependable moisture to mature crops.

In contrast to these rural themes is life in the world's cities, each of these having a different "personality," each putting a different "stamp" upon its inhabitants. New York is a metropolis of teeming millions, its skyline synonymous with "bright lights" and stately "skyscrapers" of modern urbanization. London is typified by its thick and ghostly fogs. But Paris, which indeed is climatically very similar to London, takes pride in calling itself "sunny Paris." We need only name some other cities to recall their unique character—Cairo and the Nile, Athens and the Acropolis, Rio de Janeiro and Sugarloaf, Miami and its bathing beaches, San Francisco and the Golden Gate. And who would not immediately link Istanbul and the Bosphorus?

(Continued on next page)

Multiplicity of Races and Cultures

Man has been on the earth long enough to create a surprising number of racial groups and of individuals within such groups. No less has there appeared a vast horde of ethnic groups based on cultural characteristics in contrast to race which is based on physical attributes of man. Language, religion and social customs are the main criteria used in differentiating ethnic groups. Through migration, invasion, conquest, intermarriage and trade, man has intermixed to produce even more intricate and numerous racial and ethnic factions.

Caucasians all Europeans may be, but what a difference between Italians and Germans, French and British, Russians and Scandinavians! And each of these is further subdivided into smaller and more complex groups—in Great Britain, English, Scotch, Welsh and Irish; in Germany, Bavarians and Prussians; in Russia, White Russians and Great Russians.

India is a classic example of the multiplicity of races and cultures that can arise when man inhabits an area over long milleniums of history. The modern state of India is plagued by schisms of race, religion, languages, social customs, political pressure groups, historical animosities and impacts of ideas and values of other cultures.

Differences in Making a Living

Except for a few limited spots where nature provides abundant food in all seasons, man has had to work for a living by force of natural circumstances and of human competition. To do so man has called on his ingenuity to not only use what nature has provided but to improve upon it. Most of the people of the world support themselves directly from agriculture, whether from a subsistence basis for home use or commercial production for sale. Some, like the Chinese, use intensive effort on small units of land to increase agricultural production. Others, like the desert nomads, roam vast areas but expend little effort on the land itself.

A similar gulf exists between the method of making a living of the factory worker of Detroit and that of the individual wood carver of the Black Forest. And both of them would be utterly dismayed by the demands put upon a Maine fisherman of the Grand Banks or a lumberman of the Yenesei River of Soviet Siberia.

Man Makes Choices within Limits

From the foregoing complexity of landscapes, races and ethnic groups and economies, it might appear that human life is chaotic and perhaps even a bit anarchistic. What then can we isolate as patterns of man's reaction and behavior to the forces and hardships of nature?

One feature which seems clear is that nature sets absolute limits on man's occupancy of individual areas. Man is a land animal, using the sea only as a place to cross; immediately nature has ruled out three-fourths of the earth's surface. Climate, too, circumscribes where he can live —coldness in the Antarctic, aridity in the Sahara or the dreaded Arabian "Rub' al-Kali," the "country of death." Landforms, such as mountains and high plateaus, provide limitations; even soils and vegetation may exert restrictive pressures on man's use of land.

Conversely, nature can offer man an abundance of desirable circumstances such as fertile soils, optimum climatic characteristics for certain crops, magnificent forests, rich fishing grounds or fortuitous combinations of minerals.

Hence, while man must observe the absolute limitations which nature places upon him, he can make choices within those limits. And while it is probably obvious that in certain areas he has decided on positive use of possibilities, it may not be so obvious that at times he has also made a negative choice of not using the natural potential of an area.

As limitations, we might point out the impossibility of growing bananas on Antarctica. While it would also be impossible to grow bananas in the Great Lakes area of New York State, man can grow other fruits there very well indeed, so that particular region has become famous for its apples, peaches and grapes. To show how optimum climatic conditions can be used, we need only speak of the Corn Belt or the Wheat Belt of the United States. Or, for another favorable regional combination we can cite the classical wheat lands of the Ukraine, where a semi-arid climate combines with rich black earth, the "Chernozem," and vast, rolling plains to form this Russian "bread-basket." Even in the Ukraine, nature reminds man of its restrictive force through disastrous floods or even more disastrous droughts.

In the case of mineral exploitation, we can cite the gigantic industrial complex in the United States based on iron ore, coal and petroleum deposits near the Great Lakes. But in other lands, such as in South America and Africa, other peoples have not created such industrial centers not only where there are undiscovered deposits but also where deposits are being exploited, such as the iron ores of Venezuela or the copper ores of Rhodesia.

Dilemma of Man

In that wonderful poem, *Happy Thoughts,* Robert Louis Stevenson says with great simplicity: "The world is so full of a number of things, I'm sure we should all be as happy as kings." And, indeed, at first glance it might seem that this could easily be so.

People everywhere have the same basic needs. We can live without air only a few minutes, without water a few days and without food a few weeks. We all need clothes and shelter, though in varying degrees. Seemingly we all need a family to provide love and companionship.

Once we begin to satisfy these basic needs, we have different ideas of how they should be satisfied. The child is taught by his parents how these wants are met in his particular society. To the Chinese child, the "staff of life" is a bowl of rice; to the European child, it is a slice of bread. The word "home" conjures up different pictures to an American, a Bulgarian or an African Watusi. The word "clothes" includes different garments in referring to the dress of a New Yorker in New York, an Eskimo in Greenland, an Egyptian in Cairo, or an Indian in Bombay.

This then is the dilemma of man—that in meeting his basic needs, he has different objectives and uses different methods of achieving those objectives. No single discipline of knowledge has as yet been able to unravel and solve all of the problems of man and his occupation of the earth. But geography can offer some keys to both definition and analysis of certain problems of man.

Geography makes its contribution by placing man in a specific setting on the earth's surface and by giving a perspective through comparison and contrast for understanding and evaluating man's cultural and physical relationships to the land on which he lives.

Disciplines in Social Studies

By BERNARD J. LONSDALE

For a time in curriculum development educators labored under the illusion that the social studies were made up of subject matter from geography and history. Occasionally there was a reaching out, and subject matter from civics and science was pulled in. Slowly but inevitably a new concept of subject matter of the social studies is taking shape. If the goals of the social studies are to be achieved, the subject matter content must be extended. Content from the various social sciences, economics, sociology, political science, psychology, philosophy, anthropology, as well as geography and history, must be utilized.

Subject matter, of and by itself, will be only part of the picture in realizing the goals of the social studies. The content of the social studies must of necessity have two dimensions—subject matter and method. Each is equally important. *What is learned* and *the conditions under which it is learned*, if the picture is to become whole in terms of growth in understandings, skills, attitudes and values, must be the content of the social studies experiences for girls and boys.

A class in supervision at Stanford University during a past summer quarter became concerned with the extension of subject matter essential to social studies learnings and the conditions under which the learnings might occur. As a basis for pursuing their concern these assumptions were developed:

1. Social studies are experiences in the curriculum which develop certain understandings, skills, attitudes and values, essential to effective participation in a democratic society.

2. Understandings developed in the social studies relate (a) to the environment in which man operates, (b) to the basic needs of man, (c) to the activities in which man engages to meet his needs, (d) to the instructions man has developed to perpetuate and improve his ways of living, (e) to the ways in which man has enriched his living through the arts and the application of knowledges of science.

3. Skills acquired in the social studies are those which help the individual use the tools of learning and further his relations with others.

4. Attitudes and values developed through social studies experiences are those which govern the individual's behavior in terms of democratic living.

5. Girls and boys are helped to integrate learnings in the social studies through a study of a broad area of life experiences.

6. Natural drives to learning, such as physical activity; the desire to satisfy curiosity; the urge to manipulate and construct; the impulse to participate in dramatic play; the inclination to communicate ideas and feelings with others provide the dynamics for a broad area of life experience.

7. As girls and boys have integrative experiences in social studies, they must draw upon subject matter from all social sciences to satisfy their needs and further the study.

Fortified with these assumptions, the students began to secure evidence of the extent to which theory could be realized in practice. This evidence was observed by observing children under the guidance of skilled teachers at the Stanford Elementary School, Palo Alto.

Space will not permit including all the evidence. Vignettes that follow, prepared by four of my students in the class in supervision, are some evidences that vital experiences in the social studies draw subject matter from various social sciences. Methods used purpose the need for the subject matter.

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Are our children philosophers?

By LORETTA GOLDEN

Ask a group of parents if their children are philosophers and most likely the answer from some will be an emphatic "No." These people may think of a philosopher as a "lover of wisdom" in the Socratic tradition.

"My Billy is *anything* but a 'lover of wisdom'," one parent might say. "Why, we can't get him to sit still for a long enough period of time to put a book in his hands."

Others might think of philosophy in the way it is defined by Webster as "the science which investigates the most general facts and principles of reality . . ." Perhaps these adults, themselves, have not yet found a satisfactory answer as to the nature of reality. They hardly feel that their children can be expected to think about such abstract a subject as metaphysics.

NO, CHILDREN ARE NOT PHILOSOPHERS, if by philosopher is meant someone who deals in abstract theories. Children are practical philosophers concerned with the ways of finding answers to their everyday problems of living. Schools, primarily through social studies experiences, are helping children to define their philosophy and to become philosophers.

Democratic philosophers are concerned that men make a rational approach to life's problems, that they thoughtfully examine issues, that they use the method of free inquiry in investigating ideas and arguments. Men should not accept information blindly. Rather, they should critically examine, interpret, judge the evidence, and test information through the scientific method of problem-solving.

Philosophers are also concerned with values. In facing problems of life and in dealing with ethical matters, every individual must have a framework of values by which he can judge his actions. What these values are to be is a perplexing problem which each individual ultimately must decide for himself.

This concern of philosophy for critical thinking and values is closely related to the main purpose of social studies—that is, the development of effective citizens in a democracy. There are many understandings, attitudes, and skills necessary for effective citizenship. Among the most important are the skill of critical thinking and a practical, working understanding of democratic values.

There is a close relationship between critical thinking and democratic values. Indeed, critical thinking is a basic value in our American democracy. An effective citizen has faith that men, working alone or together, can use critical thinking to solve their problems of life intelligently.

Every time men use the problem-solving method, their framework of values underlies their actions. Their values determine what will be problems to them, which alternatives they will consider, the degree of importance they will attribute to the evidence, how they will evaluate the facts, the degree to which they will accept the conclusions and apply them to other problems. Indeed, it is through

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the problem-solving method that men test the worth of their values.

What are some specific ways in which the social studies program helps children become philosophers skilled in critical thinking and the use of democratic values?

Critical Thinking

Critical thinking is creative thinking. It is only fostered in an atmosphere where both teachers and pupils accept and practice the democratic value of respecting the worth of each individual. The opinion of each must be held to be important. The teacher must not be the infallible authority who gives all the answers. Each pupil must feel secure and have respect for his own ideas.

Young children as well as adults can do critical thinking about their problems. It is the teacher's task to arrange the classroom environment so that children will face problems of significance to them. Critical thinking is learned as pupils have the opportunity to solve problems of concern to them.

In the flow of experiences in the classroom an indeterminate situation arises. The children sense a problem which the teacher helps them define. There is the collecting of data—the observing of facts pertaining to the problem, the formulating of hypotheses, the testing of hypotheses and the drawing of conclusions. Finally, these conclusions are used in solving new problems which arise.

Let's look at an example in a second-grade class studying the wholesale market:

The need has arisen for more trucks to carry the produce from the farm to the wholesale market. Judy is having a difficult time nailing the engine to the base of her truck. She is trying to hammer the nail through the engine first, but the nail is not long enough to firmly hold the engine to the base. Judy goes to the teacher for help. The teacher has her explain the problem to the class. Different suggestions are given. One child suggests getting a longer nail which will go through both pieces of wood. Another recommends getting a different nail and measuring it against the engine and base to see if it is long enough. A third pupil suggests measuring the two pieces of wood and the nail with a ruler. A fourth says that Judy could use the original nail if she would hammer it through the base of the truck first and then on to the engine. Judy tries this last suggestion, finds that it works and that her problem is solved. The teacher could have circumvented the problem altogether by telling Judy before she started to hammer the nail through the thinner piece first. He would have kept Judy and the rest of the children from experiencing a valuable lesson in problem-solving.

In a fourth-grade classroom the children are studying about Early California.

They have built a hacienda, large enough to play in, out of wood and wrapping paper. Their next desire is to make a miniature hacienda. The teacher helps them clarify their problem. It is to find out how the haciendas were built. Instead of the teacher giving them the information, the children go to various sources. Some go to library books; others read teacher-prepared stories. Some go to the picture file and carefully examine the pictures of the haciendas. The entire class views a motion picture of Early California which shows details of a hacienda. The children compare the information from the various sources. They organize their data and form plans of action on how they will proceed. Pupils offer various suggestions as to the different proportions of adobe, water and straw to use, and the best ways of laying the mud bricks and turning the corners. The hypotheses are tested and the children decide on the most effective way of building the hacienda.

What are the children learning from this problem-solving method? Would it not have been better for the teacher to give them the information or for him to bring in a miniature hacienda that was already completed? No, for then he

would have been depriving them of valuable learning experiences. These pupils are learning that there are various sources of information to which they can go in collecting data. They are finding that sometimes the different sources do not agree and that they must not accept information as true until they test it in action. They are learning to respect the opinions of their classmates and their own ability to think critically in solving problems.

In a fifth-grade social studies class the children are studying the Westward Movement.

One girl brings a bellows to share with the group. She says that this bellows was used by the pioneers and that it has been in her family for many generations. The question arises as to what the word "generation" means. All agree that it has something to do with time as measured in years, but just how many years is another question. The children discuss the word, and their suggestions as to its meaning are listed on the board: A generation is 15 years in length, 25 years, 40 years, 75 years, 200 years. The teacher asks the pupils how they can find the answer. A child suggests that they look in the dictionary. He does so and reads the definition to the class: "A generation is 30 years in length." Someone suggests they check this definition with the one given in another dictionary. (The teacher has provided two different dictionaries in the classroom environment.) The second says that a generation is 33 years in length. The class discusses why the two sources do not agree. The teacher helps them see that the difference may lie in the frame of reference of the authors of the two dictionaries.

These children are learning an important skill necessary for intelligent reading—that in critically analyzing the printed page one has to consider the frame of reference of the author. Indeed, it is often difficult to find two authors who agree about all the details of a topic.

Democratic Values in Action

Just as children learn critical thinking through solving real problems, so they learn democratic values through practice rather than precept. There are many opportunities in the social studies program for pupils to recognize the worth of each individual, the moral responsibility of each to view his actions in light of the welfare of the group, the need for different types of jobs and the interdependence of all community workers, the value of cooperative group effort to solve common problems, and the need for laws and for institutions to serve men.

Dramatic play is one social studies activity which affords many opportunities for children to recognize the need for democratic behavior. It enables the teacher to gain insight into the pupils' values.

Let's look at the second graders studying community life centered around the wholesale market.

They have built a community on the floor of the classroom. Boxes represent the wholesale market, retail market, homes, fire station, police station, furniture store, restaurant, service station, bank and hotel. A short distance from the city are a farm and an airport. If one were to observe the play toward the end of the study, one would see community life portrayed in an organized manner. Farmers are bringing their produce to the wholesale market. Trucks are taking the fruits and vegetables to the retail store, and customers are coming into the store to buy groceries. In one of the homes there is a fire and a citizen runs to give the alarm. Within a short time the fire truck and police car arrive at the scene, and the fire is put out. Trucks and cars are moving in an orderly way through the street, obeying signals and traffic policemen.

But the play was not always so orderly. In the beginning of the study the children expressed many dissatisfactions over the behavior of their classmates:

"Billy wouldn't get his car out of the way when I was taking my fire truck to the fire."

"I was the policeman and the cars didn't pay attention to my signals."

"When I went into the market the grocer wasn't there to wait on me. He was out just playing around."

"John's truck was driving on the wrong side of the street."

"The farmers didn't bring the food to the wholesale market today, and so the truck drivers didn't have food to take to the grocery stores."

"Mary wouldn't wait her turn in the furniture store."

Gradually, through the study of the wholesale market and community life, the children come to realize that the individual worker has a responsibility to the group; that all workers are important, no matter how small their jobs might be; that, unless all the different workers do their jobs well, the total community life won't function smoothly; that laws, traffic signals and policemen are needed so that the traffic will move safely; that each individual is more satisfied as he shares and takes turns; that the group can solve its problems through discussion, evaluation and common consent. The pupils in such a class are learning to direct and control themselves as they solve their problems through critical thinking. These understandings, attitudes and values are important if the pupils are to be effective citizens of a democracy.

Yes, our children are philosophers, for all of them have values which influence their behavior and by which they judge the actions of others, and all have found ways they deem effective to solve their problems. The kind of philosophers they are depends to a great degree on the type of teaching in our schools. The modern social studies program endeavors to help children become philosophers who view critical thinking as the best way to meet life situations and democratic values as the firmest foundation on which to base their actions.

Are our children economists?

By MARY ANNE CASKEY

Eight-year-old Tommy burst through the door on his return from school this particular fall afternoon. His face was flushed, his eyes were sparkling. He threw his mother a toothless grin as he shouted enthusiastically, "Hey, Mom, I am building a cargo ship at school. We're making a harbor in our classroom. You should see how keen it is!"

Building a ship, truck or train in connection with a study of the community in the third grade is a frequent activity in many schools. What is there in this experience for Tommy that may lead to learnings in economics?

Mary Anne Caskey is supervisor of intern teachers, Palo Alto Unified School District, California.

ECONOMICS IS THE SOCIAL SCIENCE CONcerned with how man produces, distributes and uses goods and services. Economics is concerned with using the resources of mankind to best advantage. Only recently has it been recognized that as children participate in the social studies there are opportunities to deepen concepts and build generalizations related to economics.

Principle of Distribution

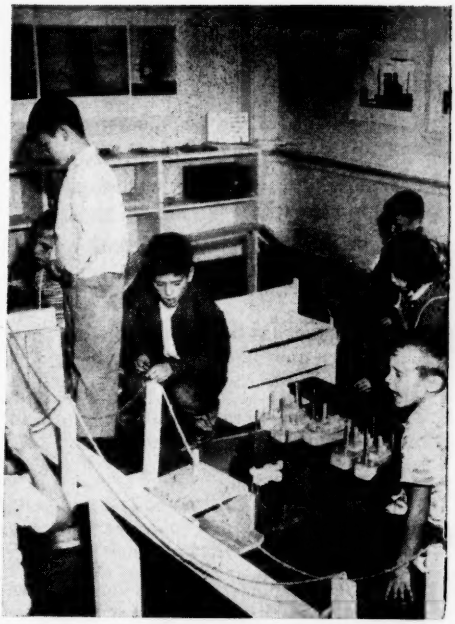
To begin this project Tommy had to secure the materials from which to build his ship. The school had secured a

limited amount of lumber. Tommy and his classmates faced the question as to how this limited amount of lumber might be divided among the children. In Tommy's class each child decided upon the type of ship he desired to build so that the classroom harbor might function as a real harbor. Tommy was building a freighter. Other children were building tugs, liners, tankers, ferries and harbor facilities. These ships, as in real life, would vary in size. Differing amounts of wood would be required to build each of the ships. Tommy's freighter would require more lumber than Joan's tug. Differences were recognized by the children and they agreed to divide the amount of lumber according to the requirements of the ships. The children had to interpret in their situation the economic principle of distribution of limited materials.

After the lumber had been distributed according to the demands of the nature of the ship under construction, Tommy proceeded with the building of his ship. He recognized that he must plan carefully and build skillfully to complete his ship in the face of the limited amount of lumber available. If he were prudent he could build a topnotch freighter from his supply of lumber. If he should destroy some of his supply, he would have to be satisfied with less than what he originally conceived or make arrangements to secure more lumber. It became necessary for Tommy to use his resources wisely because of the limited amount of material available and because he had to share this with other members of his society.

Tugs on Strike

Several weeks later, between gulps of milk and a mouthful of cookies, Tommy spurted, "We had a terrible problem in the harbor today. You know the tugs are on strike on the West Coast and I couldn't dock my ship because Joe's tug workers wouldn't work. The bananas which my ship carried were beginning to ripen. My ship loses a lot of money if I don't get my ship docked on schedule."



Courtesy, Palo Alto School District, Calif.

Harbor play develops understanding.

In the classroom, the children and teacher discussed and developed some of the concepts involved in this situation. The discussion proceeded in the following manner:

TOMMY: Joe, our tug dispatcher, says the tugs are on strike and he wouldn't send any tugs to help us dock our ships.

BILLY: They are on strike. My mother read it to me in the newspaper this morning. The workers want more money because the food and rent prices have gone up in the city.

PATTY: What does a strike mean?

(Continued on next page)

ALLISON: That is when the workers will not work. They want more money.

PETER: How do they get more money?

CAROL: The men of the labor union ask the company for more money.

TEACHER: Why wouldn't a company give the workers more money?

BILLY: If they paid the workers more money, owners wouldn't have as much for themselves.

TEACHER: The money the company makes after the workers and other expenses are paid is called the profit.

PETER: Yes, they have to make a profit to keep their families and to repair and buy boats.

TOMMY: I know, the tug company could keep the same profit if they charged the ship companies more for docking their ships.

TEACHER: Yes. Would the ship company have any complaints if that happened?

ALLISON: Yes, then they would have to charge more money for carrying cargo and passengers.

Tommy and his group were in effect discussing some economic principles relating to price structure, labor, trade and distribution in the local, national and international economy.

It is doubtful that all the children in Tommy's class perceived all the implications of this discussion. It must be recognized that children differ in their maturity, backgrounds of experience and degree of involvement. Nonetheless, through such discussions, seeds of ideas are planted and a basis for understanding economic principles is created.

Developing Economic Concepts

On another day, Tommy docked his ship and engaged in the process of unloading and loading. The customs officials checked his ship and the quarantine officers inspected the crew and live-stock. His class became involved in a spontaneous discussion of production of goods for trade and competition of markets.

Tommy said, "I need more cargo for my ship. I'm leaving for Japan in a week to bring back silk, teakwood and dishes. What will I carry to Japan?"

Billy answered, "I'll send some refrigerators and stoves from my factory."

Allison replied, "I'm making cars in my factory to sell in Japan."

Patty interjected, "But the cars I am making are smaller and not as expensive as Allison's and so more people in Japan want them. I should send more cars than Allison does to Japan."

Tommy sighed, "You two decide how many cars you can send and I will take them if I have space."

Again it may be seen that Tommy and his classmates *are* participating in activities involving economics and are developing economic concepts. However, this development does not begin and end in the third grade or in any one learning experience. In Tommy's first- and second-grade studies of the home, neighborhood, farm and city, the children dealt repeatedly with such concepts as prices, supply, demand, conservation and trade. In this third grade the children, through dramatic play, discussion and construction, further developed understandings regarding production, supply, distribution, wise use of materials, labor, management, profits, trade and governmental control.

Mentioned thus far are only a few of the aspects of economics which might be developed from classroom experiences. As children progress through school they will broaden their economic concepts and gain more specific information. They will come to understand that as society has

become more complex, man has become more dependent upon others for the satisfaction of his economic needs. Production, distribution and consumption of goods in our modern society require many highly specialized skills and institutions functioning in harmony. The harmony of their functioning is wrought out of uniquely devised systems of competition, finance, credit, prices, taxation and labor. To preserve and regulate this highly involved economic system, representatives of the people established rules and rule-enforcing agencies. These rules are in accordance with the underlying principles and values in our democracy.

Our children *are* economists! They deal with real economic problems facilitating their effective participation in their own group and build the basis for their eventual efficient and intelligent use of economic principles in adult living.

Are our children geographers?

By PATRICIA DOBSON

Spread across the floor of the second-grade classroom, winding its way between tables, chairs and easels, lies a Lilliputian Village. Streets and roads, miniature stop signs, diminutive fire station and neighborhood school lend a sense of reality to this tiny town of model cars and trucks, pipe cleaner dolls and dowel stick citizens going about their daily tasks.

This is a real town, a replica of neighborhood community familiar to the seven year old. There are twenty-eight homes in this town. If you tread carefully down its calcimine streets, perhaps Steven will show you where he lives. His is the yellow house with a colored paper swimming pool in back. He can also point out his friend Donnie's home next door. "Our street winds around in a funny sort of way," says Donnie. "It is a cul-de-sac. And see the fire hydrant on the corner. That's where the fire engine attaches its hose when there's a fire."

"Look," says Ann. "The fire station isn't very far from where we live. It's down on Fair Oaks, and so is the park. We walked to the fire station yesterday. We went down this street, just like on our map."

THESE CHILDREN ARE LIVING GEOGraphy through their map-making and dramatic play. When children are having integrative experiences, it is difficult to separate one social science from another. Geographical concepts emerge in relation to those from sociology, civics, economics, philosophy and social psychology. However, for the sake of examination we will isolate some concepts related to geography.

Appreciation Expanded

We think of geography in two ways. Physical geography is concerned with the environment and cultural geography or human geography is concerned with man as he relates to his environment. How can we help children to look at their own environment with growing understanding and appreciation?

Patricia Dobson is supervisor of instruction, Sunnyvale School District, California.

Our trip into the second-grade miniature neighborhood illustrates the nature of the locality.

"We live here because my Daddy flies a jet plane" says Bob as he points to the landing strip he has fashioned on the north corner of the map. "Our house isn't far from Moffett Field. It only takes Daddy a few minutes to get there if the traffic isn't too bad on Bayshore."

"Daddy works here in town," says Jean. "He's a lawyer. He knows the mayor too."

"We had to move from Burbank because of Daddy's job," says Jim. "He works for Lockheed and he had to move to the new plant here in Sunnyvale." Young children begin to see the relation between the jobs their fathers do and the places where they live.

Landing strip, wind tunnel, grocery store, fire station, police cars, trucks, gas stations are being added to this expanding community. Today Joe is the gas station attendant; perhaps tomorrow he will run the grocery store.

"Where does the grocerman get the food he sells?" asks Polly.

"Oh, he goes and buys it from the farmer," says Bill.

"No, he doesn't either," says Jean. "A truck brings it to the grocer. The truck brings it from the farm."

And now the farm is being added to our expanding community. The children make a study trip through the Santa Clara Valley and visit some of the truck farms. They visit the wholesale produce market. Here they find lettuce from the Salinas Valley, prunes from Santa Rosa, bananas from South America, pineapple from Honolulu. The neighborhood community is growing larger and larger. Hazy concepts are being clarified. Our seven-year-old friends discover that faraway neighbors contribute to the meals they take for granted.

As the community expands from neighborhood, to county, to state, to nation, children can be helped to discover how various areas are influenced by what is produced in adjacent regions. Concepts initiated at a rudimentary level in kindergarten expand to deep, penetrating understandings by the end of the twelfth year.

Man and His Environment

Readiness experiences for concepts in physical geography showing how weather and climate affect our environment are initiated in the early years. Today is

"Our house isn't far from Moffett Field." *Courtesy, Sunnyvale Elementary School District, Calif.*

Bobby's turn to indicate the weather on the classroom calendar in the first grade. The day is gloomy. The clouds he draws show hints of rain. "They're cumulus clouds," he announces after his teacher helps him find a picture and story about them in a library book.

Some of the children in the second grade had their homes flooded over Christmas vacation. Dramatic play for a number of days after the children's return involved taking care of people who had their homes flooded.

"My mother said that this should never have happened. It never rains like this in California."

"Daddy's mad because our insurance won't pay for anything."

"My uncle said that this is very unusual weather. Our climate doesn't usually have this much rain."

Human geography is very apparent here. Climate and weather have marked effects on the way man must meet his basic needs. Shelters are not adequate, transportation is affected, clothing must be adjusted, economic self-sufficiency is threatened. A skillful teacher can help children build generalizations concerning the relationship between man and his environment and the understanding that progress depends in part upon man's ability to control his environment.

Influence of Climate

Boys and girls in the third grade can see the influence of environment upon a culture through their study of the Hopi Indians and the comparison of a primitive culture with an advanced civilization. As they live through a Hopi day, they realize the influence of climate upon the type of dwellings and upon the subsistence economy, and it is not difficult for these third graders to make the generalization that *where* the Pueblo peoples live has a great deal to do with *how* they live. Environment sets limits but man is free to work out alternative ways of living within these limits.

The fourth-grade study of California affords an opportunity to compare the geographical variances of climate and topography within the state, as does the unit on the Westward Movement for the nation. What effect does climate and weather have upon the way man can work, his energy output, his health?

With this background, sixth graders are able to plan a trip to Chile, determine the climates through which they will pass, and select the clothing they will need for survival in desert, monsoon area and tropical rain forest.

As they plot their course, no longer do they use the floor of the classroom. Advanced map skills have been acquired. Papier-maché is the new media in which they chart their travels. John is working hard with sticky hands to mold a mountain range that will approximate the Andes. The backbone of the North and South American land masses is taking shape. The sixth graders stand back with a feeling of satisfaction as they view their bas-relief map.

Concepts of physical geography building upon concepts of human geography, expanding understandings all geared to the needs of the children are interrelated in the total social studies program. Yes, our children are geographers! These concepts and generalizations which they will learn through their total school experience will enable them as adults to deal effectively with the problems and implications of the geographical world which they must both adjust to and control.

Are our children social psychologists?

By GRACE GOODYEAR CHU

It is fascinating to watch a small social group, such as is found in a classroom, to see how our young social psychologists work feverishly to resolve their conflicts. Social psychologists they definitely are; although such high-sounding, technical terms as group dynamics, power structure, leadership role, isolate and competitiveness mean nothing to them. Consciously or unconsciously they are engaged in the processes which the social psychologist has spelled out for us.

By observing, listening and recording the actions and conversations of children, we are amazed at how skillful they are in this science. If, in addition to the techniques they have learned in the sibling group or in the neighborhood, the classroom teacher has guided them in the art of cooperative group living, we will find that children are conscientious workers in the area of social endeavor.

For the purpose of proving the point, the following account of the behavior of one class before, during and after guidance in effective group living will show how children quickly recognize the leaders in their group, how they shun the isolate and form cliques and take pride in their disruptive actions.

A FIRST-GRADE CLASS IN A COMMUNITY of upper-socio-economic background entered school in September to find that their community had expanded during the summer due to the building of many new homes and the rezoning of the district to include children from a Federal government installation.

Many kindergarten friends were still in the group, but almost half the class of thirty children were strangers to the community and among themselves.

The teacher used the usual ways of introducing the new children to the class. She showed her own friendliness and generosity to them and tried to help unite the group as quickly as possible. She suggested that the children sit wherever they wished these first few days and that she hoped they would change seats around often so that they could all get to know each other. The room was prepared on the first day for the children to have a free-choice activity after the first recess.

When the children were given permission to find what they liked to do in the room, considerable hesitancy was apparent upon the part of the new children.

"May I have some coloring paper and crayons?" Jane cautiously asked the teacher. She was guided to the materials and joined by three other new children.

Larry, who was taller than the average boy and almost a year older, had made the acquaintance of one child in the neighborhood before school began. He was observed to go from one group of children to another—not seeming to be interested in "doing" anything. Although he talked longer with Gregg and even condescended to add a block or two to Gregg's structure, still he joined in no art work or dramatic play. The next day, the fruits of his friendly approach to so many children were apparent.

The following morning there was considerable disturbance at one table and the teacher heard,

"I got here first."
"You want me don't you, Larry?"
"He's my friend and I'm going to sit with him."

The teacher intervened when the tables and chairs began to be pushed and pulled. She suggested that they let Larry choose someone first, and that the next hour another friend could sit with him. (These children had revealed their knowledge of the power, structure and leadership role of the group.)

One child came in late. He was most upset when he discovered only one chair left for him. It happened to be next to a boy who had a severe speech impediment. Ricky scowled and openly refused the place saying, "I don't want to sit with him." (He knew already who was to be rejected in the group.)

At one table were four girls. One of them was heard to say, "We all have saddle shoes, so we should sit together." (Is this not early recognition of group identity?)

When there was opportunity of any kind for "choosing" it became obvious that the class was divided into three rather well-defined groups: the children who had attended kindergarten together and who knew the teacher from the previous year, the children from the government housing area, and the children from the new homes. They always chose playmates within their own group. At recess and lunch hour there were frequent quarrels, and fighting was brought into the classroom.

Constructive Channels

The teacher realized from the very beginning that she would have to provide experiences as soon as she could to unite the class and that she would have to use direct measures to decrease tensions. The skills of effective group living are learned. Although children are social psychologists—that is, they can find their leader, point out the isolate, use the "bad boy" for their scapegoat and form their cliques—their skills as cooperative group members have to be developed and their social behaviors turned into constructive channels by the teacher.

Fortunately, the community offered much to encourage the traditional first-grade social studies unit of the home and house construction.

Jim's father, who is a contractor, brought his sextant to school one day. All of the children asked questions and had an opportunity to inspect the instrument carefully. It was taken out of doors and each child was allowed to look through the telescope. They were shown how this instrument is used to tell the men with their bulldozers how deep to excavate for the foundations of houses and for the grading of roads in front of the houses. In the course of this interesting study the children temporarily forgot their little cliques and particular friends. The boy and his father were accepted by the whole class as individuals who had something to offer everybody.

Evidence of this acceptance appeared when one of the children spontaneously said, "Mr. Reid, you have helped our class a lot. Now we can begin to build our house."

(Continued on next page)

Grace Goodyear Chu is a teacher in the Public Schools of Oakland, California.

Social Approval

The way was open now for those who wanted social approval. Several children suggested what their fathers could contribute to the house-building project.

The class arranged for an excursion to a lumberyard owned by the father of another child.

It was necessary to ask parents for transportation. Parents from all three groups came to help, and the children were given their choice of classmates to take in their own cars. This broke down the usual three-way grouping, because there were two or three parents from each group; therefore, the children had to choose people whom they usually would not select.

One child, who was often rejected because of immature and aggressive behavior, attained status that day because his mother was driving a beautiful new black and red convertible of an expensive make. The social psychologist is quick to point out status-achieving symbols, and so were these children.

The lumber company they visited donated wood for a house which the children had planned to build.

Throughout the building process the teacher was able to help the class discover the contributions and talents of each child and to provide many opportunities for desirable interaction.

When it was time to paint the house, Rodney's father came to take pictures of the activity. Rodney was another child who needed to gain status in the group because of his rather peculiar (from his peer's viewpoint) personality and physical awkwardness. He was heard to remark, "Just because my father is here everybody wants to sit with me."

The child with severe stuttering was given status when he brought his carpenter set and was given the privilege of asking friends to help him make things with his tools. He was later accepted because he proved himself a fine, cooperative group member.

Gregg became less aggressive as he was outwardly accepted by Larry whom the whole class recognized as worthy of being one of their leaders.

Ruth, who was bossy, quarrelsome and large for her age, didn't receive complete acceptance and was consciously unhappy about it, until she proved to be a willing helper whenever there were clean-up jobs to be done.

By June, nine months and many experiences later, when the school had a spring festival, the group was so well united that they were able to perform in a creative and spontaneous dramatization for the parents.

Studying Group Structure

Our children constantly study the group and their individual places within it. They are aware of the positive and negative balances, of group goals and values, of the status figures and status objects. They are quick to recognize the clique; they find ways to join, to form another, or to rationalize themselves into indifference.

At the first- and second-grade levels, teacher approval is usually sought by the majority in the group; therefore, the teacher quietly accepts and redirects the behavior of the deviate so that he will become a part of the peer group and be able to learn the skills of cooperative group living.

In a real and practical way, then, we can say that our children are social psychologists.

By LEORA BENTLEY BLISS

Certification of Teachers in Nursery Schools and Day Care Centers

THE TEACHER IS UNDOUBTEDLY THE MOST IMPORTANT single factor in determining the quality of experience a child will have in a nursery center. Yet in many parts of the United States it is possible for anyone, with or without essential qualifications, to operate or work in a place for group care of young children.

In a number of states, people concerned about the welfare of their youngest citizens have attempted to regulate the establishment and operation of preschool centers by means of state or local legislation. Certification requiring nursery teachers to have certain training and experience is one means of legislative control. A survey was made recently to determine what regulations exist in the various states regarding such standards for nursery teachers.[1] At the time of this survey[2] *none* of the forty-eight states required certification for *all* teachers in *all* types of places for group care of "normal" children under five.

Certification Available in Fourteen States

Fourteen states, however, have such certificates available (see p. 277). In thirteen of these states a certificate is required for teachers in public nursery schools. A number of these states reported that there are no public nursery schools at present but that a certificate would be required if such schools were established in their public school systems. In Michigan, New Jersey, Pennsylvania and Wisconsin, private nursery schools are required to employ teachers holding valid certificates. A place advertised as a *school* in Minnesota must have a certified teacher. In the other states certification is optional for private nursery school teachers.

In Michigan and New Jersey, teachers in day nurseries (day care centers), public or private, must also have certificates, while in California, Connecticut and Wisconsin only teachers in public day care centers must be certified. In the other nine states certification for day nursery teachers is optional.

Thus only Michigan and New Jersey have mandatory certification for teachers in both public and private nursery schools and day care centers. Regulations in Michigan apply to head teachers and directors only; and, although the New Jersey requirement includes all teachers, three types of places are not included: church centers, institutions and municipally-operated centers.

Educational requirements for certification vary considerably from state to state. A Bachelor's Degree is the minimum amount of preparation acceptable for certification in eleven of the fourteen states. The other three states offer one certificate based on two years of college but issue one based on a four-year degree, also.[3] In ten states the education of nursery teachers must include specific courses in nursery education ranging from six to thirty-six semester hours. Student teaching with nursery age children is required in most of these states.

No Certification but Other Standards

Thirty-four states have no provision for certification but twenty-three of these have, or are formulating, some standards for persons who work in nursery centers. These standards vary from general suggestions that "teachers should like and understand children" to spe-

[1] This article is based on the writer's Master's Thesis, **A Survey of State Regulations Relating to Certification of Teachers in Nursery Schools and Day Care Centers.** Oregon State College, 1957. The study was directed by Katherine Read, Oregon State College, and Sarah Lou Hammond, Florida State University.

[2] Data was obtained between February 1956, and February 1957, by correspondence with State Departments of Education, Welfare and Health.

[3] California, Michigan and Washington.

cific regulations regarding academic training. Standards in seven of these states list no academic requirements;[4] five have none for nursery school teachers but recommend or require some training for workers in day nurseries;[5] four specify training for nursery school teachers but none for day nursery workers;[6] while seven include both nursery schools and day nurseries in their specifications for educational preparation of teachers.[7]

There are wide variations also in amount and type of training specified.

No Specific Amount or Type of Training: A nursery *school* in Kansas must have a teacher with "training and experience which would qualify her as a nursery school teacher." No requirements are listed for day nursery teachers. Minimum standards in Alabama, Delaware and Utah do not include nursery schools but specify that day nursery directors should be "professionally trained." Directors of small day care centers in Massachusetts should have a "year of successful experience or training." What constitutes "professional training" or "experience" is not outlined in the standards of any of these states.

High School Diploma: Licensed nursery schools or day nurseries in Illinois must employ high school graduates. In day care centers, a high school education is required for directors in West Virginia, recommended for all teachers in Iowa and for assistant teachers in Ohio. In any nursery center in Kentucky a high school diploma is required of all teachers for a regular permit and for at least one teacher for a provisional permit.

Some College Training: Mississippi minimum standards list "some college training in nursery-kindergarten" for nursery school or day nursery directors and two years of college for public day care center teachers. For a regular permit in Kentucky one teacher must have eighteen hours of college credit. Nurseries licensed as *schools* in Iowa must have one teacher with nineteen hours of college credit in nursery education including student teaching. In a licensed day nursery in North Carolina, one person must have some college training or be a registered nurse. A minimum of two years of college is recommended for nursery school teachers in Montana and Nebraska.

Bachelor's Degree: The Bachelor's Degree is preferred in Nebraska and recommended in Idaho for nursery school teachers. A college graduate with a major in early childhood education is preferred for directors in day care centers and also for assistant teachers, if available, in Ohio and is the minimum requirement in an approved school in North Carolina or a public preschool in Tennessee. The degree is recommended also for workers in day care centers in Tennessee and for both directors and teachers in nursery schools or large day care centers in Massachusetts.

Many Problems Involved in Establishment and Implementation of Standards

Officials in states without certification reported that the State Department of Education has no jurisdiction over places for children under five years of age or that no funds are allotted for such places; therefore, no regulations have been set up. Lack of other standards for staff is attributed to the fact that neither the Department of Education nor of Welfare or Health has been given authority. Even where laws do exist, there may be uncertainty as to which department should assume responsibility. Problems of interpretation and enforcement of regulations point up the need in many states for revision of loosely written or confusing laws and standards and for clarification of policies and terminology. Clear distinction especially needs to be made between "rules" which must be followed and "recommendations" which are desirable but not necessarily required to meet minimum standards.

The shortage of trained people is reported as one of the main reasons for not raising academic requirements for teachers or enforcing more strongly the existing requirements. More professionally trained people are needed not only in the nursery centers themselves but

[4] Colorado, Missouri, New Mexico, Oregon and South Carolina. Indiana and Texas were setting up standards, but data was not yet available.
[5] Alabama, Delaware, Ohio, Utah and West Virginia.
[6] Idaho, Kansas, Montana and Nebraska.
[7] Illinois, Iowa, Kentucky, Massachusetts, Mississippi, North Carolina and Tennessee.

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also in the state departments responsible for supervision.

Since the need for nursery personnel may continue indefinitely to exceed the supply of well-qualified, professionally trained teachers, wise leaders are attempting to raise standards gradually. They believe that persons now working in nurseries should be allowed a period of time during which to meet requirements, and that realistic standards will also make provision for persons not able to qualify for certificates but capable of making a valu-

STATE CERTIFICATION REGULATIONS

Req. = Required—Teacher must hold valid certificate to teach.

Opt. = Optional—Teacher is not required to have a certificate but may elect to do so.

State	Nursery Schools		Day Nurseries, Care Centers, etc.		Notes
	Public	Private	Public	Private	
California	*	Opt.	Required for Child Care Centers	Opt.	*Public places for group care are called Child Care Centers rather than Nursery Schools.
Connecticut	Req.	Opt.	Req.	Opt.	
Florida	Req.	Opt.*	Opt.	Opt.	*Depends on local legislation.
Louisiana	Req.*	**	Opt.	Opt.	*There are no public nursery schools at present. **Required of head teacher in state-approved nursery schools.
Maryland	Req.*	Opt.**	**	**	*There are no public schools in Maryland at present. **Are urged to work toward the certification requirement.
Michigan	Req.	Req.	Req.	Req.	Requirement applies to head teachers or directors.
Minnesota	Req.	Req.*	Opt.*	Opt.*	*Required for director or head teacher if designated as a *school.*
New Jersey	Req.	Req.	Req.	Req.	Exceptions include: 1. Church-operated centers, for members only 2. Institutions 3. Municipally-operated centers
New York	Req.	Opt.	Opt.	Opt.	
Pennsylvania	Req.	Req.	*	*	*Because of the wording of the Act, day care centers are not included in preschool law.
Rhode Island	Opt.	Opt.	Opt.	Opt.	Required for approval by State Board of Education. (Voluntary)
Virginia	Req.*	Opt.	Opt.	Opt.	*Nursery schools, however, are not yet established as part of public schools.
Washington	Req.*	Opt.	Opt.	Opt.	*No public schools operate nursery schools at this time.
Wisconsin	Req.*	Req.**	Req.*	**	*At present there are no public nursery groups in Wisconsin. **Required if place is designated as a *school.*

able contribution by working with trained nursery teachers.

Although possession of a certificate to teach nursery age children does not, of itself, assure competence, it is an indication that the teacher has had certain training and preparation for her work. How well prepared she may be depends on many factors, including adequacy of certification requirements, adequacy of training received, and her ability to profit from such training. Many personal characteristics of the individual are important, also, but are so difficult to measure or evaluate that they can hardly be included in certification requirements. Consequently considerable responsibility falls upon the training institutions for counseling and guidance which will help students develop the necessary qualifications or choose different work if they are unsuited for working with young children.

Sanitation, safety provisions, sufficient space and other such aspects of adequacy of nursery centers are much more easily evaluated than capability of the teachers. Rather than judging a nursery only by these easily-measured aspects, those who are concerned about the well-being of children will also investigate the competence of its teachers. Although certification regulations do not cover all essential qualifications of the nursery teacher, they serve a useful purpose in providing a measure of her preparation for her important job of working with children during their formative years.

Two-thirds of the states have some regulations for professional preparation of nursery teachers, but less than a third issue certificates for these teachers. There is much yet to be done in determining essential qualifications and in evaluating present standards. Improving the adequacy of regulations for teachers in nursery centers in the United States remains an ever-present challenge to those who recognize the social significance of young children's group experiences.

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By VIRGINIA MALDONADO

Concerns for Children are World Wide . . . *In Puerto Rico*

THE RAPID AND DRAMATIC SOCIAL AND ECONOMIC development of Puerto Rico and the change from an agricultural to an industrial economy have caused a revolutionary growth in all patterns of life and in all phases of government direction and administration. New bureaus and departments have been created, new methods and techniques have been developed, new ideas have been put into practice so as to cope with this industrial revolution of the twentieth century in Puerto Rico.

As a result of the new occupations created, the large migration, the great internal demographic mobility, the changes in custom and the increase in school enrollment, there has been an urgency to build up an adequate program of general education which could satisfy the needs of Puerto Rican youngsters.

With this objective in mind, the Department of Education continued the 1953-54 to 1956-57 four-year education plan to expand the program of accelerated educational opportunities in the public schools system for the benefit of a higher percentage of the school-age population. Through this plan, today 94% of the children from 6 to 12 years of age attend elementary schools; 84% of the children from 13 to 15 years of age attend intermediate schools; 43% of the children 16 to 18 years of age attend high schools. The high percentage of enrollment of children in the secondary schools is representative of this rapid expansion of educational opportunities for everybody and is an index of the faith of Puerto Rico and its leaders in education.

Double-session is still one of the major problems facing the schools of Puerto Rico. This has been so far inevitable because of limited resources. In order to eliminate this situation the number of teachers has been increased from 6,000 in 1940 to 11,284 in 1956; and the number of school rooms available jumped from 3,300 in 1940 to 9,288 in 1956. Educational television, expected to begin operating soon, will also help in the solution of this problem.

Elementary and Secondary School

One of the greatest concerns of the Commonwealth of Puerto Rico is free education for everybody regardless of race, color, religion or political creed. This great responsibility of providing educational opportunities for all children in accordance with the principle of common education—free, universal and compulsory—is under the Department of Education.

Without hampering and without limiting the traditional subjects of writing, reading and arithmetic, the elementary schools in Puerto Rico endeavor to promote in the school child attitudes and dispositions which make him a useful citizen to himself and to society even if he cannot fully complete the elementary school program. The child also benefits from a program in physical education which helps to develop strong and healthy bodies, sound mental, emotional and social attitudes; art education based on his interests and aptitudes; health program for use in school and in the community; and social services through which visiting teachers cooperate in the orientation and growth of the child.

Recognizing the fact that the improvement of a child in school depends greatly on good nutrition habits, the Department of Education maintains 1,670 school lunchrooms and serves breakfast even to 24,518 children from one to ten years of age who are not enrolled in school because there is still a lack of necessary accommodations.

Following the concept of education for everybody, the Commonwealth of Puerto Rico carries on a program to discover young people

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of superior intelligence among the school population in Puerto Rico and grants them scholarships so that they can pursue their academic studies in the universities they select.

Vocational Education

In 1940 Puerto Rico began its program, "Operation Bootstrap," in an experiment to alleviate poverty and its consequences. Puerto Rico's economic, political and social changes are the result of the effort of 2,276,000 inhabitants who realized that in an overpopulated island (663 persons per square mile), without natural resources, the only way of salvation was through man himself by utilizing his intelligence, originality and ingenuity.

Thus, Puerto Rico's industrialization program has gone underway at such speed that during the last five years 450 new factories have been established providing direct employment to 37,000 persons.

This industrial expansion created a great demand for skilled and semi-skilled workers, specialized technical personnel and supervisors, foremen and managers, thus changing the occupational structure of the Puerto Rican worker and demanding adjustments in the program of vocational education. To remedy this situation an accelerated program for vocational training was established in 1953, preparing in its first year 9,933 students in 334 courses organized in 39 towns for the direct benefit of 104 factories or shops.

The vocational education program provides manual working experiences to every student of secondary education and gives specific vocational training to those who will work in agriculture, trades, industry or commerce. There are five vocational high schools and eleven wonderful schools of the factory-type for the training of students in trades and industry. Scarcely six years ago the registration in these vocational schools was only 8,000 students. Today it reaches 25,000, including the special classes for adults, the accelerating plan for new industries, diversified occupations and regular daytime classes.

At the end of 1955-56 there were 672,550 students enrolled in all public and private schools in Puerto Rico, as compared to 297,000 in 1940. The University of Puerto Rico also increased its enrollment from 4,987 in 1940 to 14,268 in 1955-56. This means that today one of every four persons in Puerto Rico receives education of some kind. In spite of this improvement, illiteracy is still a problem. Considering that the 1950 census showed that 24% of the population of Puerto Rico (377,166 persons) was illiterate, a program was prepared to wipe out illiteracy by 1960. Today, through this program, illiteracy has been reduced to 13%.

The literacy program in Puerto Rico in its origin, administration, functioning and educational methods has been the creation of the Division of Community Education with the approval of the Secretary and Assistant Secretary of Education of Puerto Rico. It does not follow methods known and used by other countries, nor does it depend upon the recommendations of foreign specialists. It is an indigenous product based on the needs of the Island and geared to prepare in a short time the Puerto Rican worker, so that he can benefit from the industrial facilities and the improvement of the agricultural practices operating now in Puerto Rico.

Following the philosophy that people should develop their own local leadership rather than rely on the landowner or upon government, the Commonwealth of Puerto Rico created the Community Education Program to help people to help themselves through grass-root democratic action.

Field workers, equipped with jeeps, film projectors, simple books on health, farming and problems of modern living, move from one rural community to another bringing people together to talk out their problems and see in films what other Puerto Rican communities have done to help themselves.

This is a brief and general overview of the educational program in Puerto Rico, which as well as any other activity is subject to the dynamic changes of a country in evolution. The large budget for education (27% of the general budget), shows the desires of people whose faith is based on the intelligence and goodwill of the individual. Puerto Rico today can proudly say that it is a bridge creating understanding and appreciation of the two great cultures of the America's, English and Spanish.

News HERE and THERE

By FRANCES HAMILTON

New ACE Branches

San Luis Obispo County ACE, California
Newton-Conover ACE, North Carolina
North Okaloosa ACE, Florida
Daviess County ACE, Kentucky

New Life Member

Mrs. I. L. Toliver, Waco, Texas

Laura Hooper Retires

At the end of December 1957, Laura Hooper, director of the Illman School of the University of Pennsylvania, retired from the staff of the University to begin a new adventure. She is a visiting lecturer in child development on the staff of the Kindergarten Training College in Melbourne, Australia.

LAURA HOOPER

Miss Hooper also has plans to continue her active participation in the work of ACEI during the year in which she will be in Australia. She has served on the Executive Board of the Association as vice-president representing primary education from 1950-1952 and as chairman of the Board of Editors of CHILDHOOD EDUCATION from 1955-1957.

Philippine Educational Exhibit

Through the cooperation of the Philippine Embassy and the creative efforts of many school children in the Philippines, ACEI Headquarters has had on display during the month of January an exhibit of materials made and used by children in Philippine schools.

Members of government agencies interested in children, cultural and educational attaches of embassies in Washington, and representatives of educational organizations were invited to see the exhibit. Examining these materials is a valuable experience for people who want to know more of the efforts made by the Philippines to provide good education for children.

The assembling of materials for the display is one of the long-range outcomes of the 1956 ACEI Conference in Washington. At that time smaller exhibits of school materials from various countries were used. Embassies were invited to collect a more comprehensive group of materials for future display at ACEI Headquarters. The Philippines exhibit fills the ACEI library and "spills over" into other rooms at Headquarters. It is hoped that the ACEI Center will provide sufficient suitable space for other displays.

Special Features of 1958 ACEI Conference

The preliminary program for the ACEI Conference which appeared in the December issue of CHILDHOOD EDUCATION carried an outline of major Conference events. Since December, however, some additional plums have been put in the pudding. On Tuesday afternoon, panels will discuss such timely problems as: Grouping for Learning, Helping Teachers on the Job, Buildings, Children on the Move, Mother Isn't Home and Foreign Languages in the Elementary School. Panel members will be superintendents, parents, teachers, interested social workers and others. Registrants may take their choice of the opportunities. On Thursday afternoon, you may be as creative as you like and in the way that you like. Participate with authors, artists and consultants in activities in drawing, painting, music and poetry reading.

Authors and illustrators of children's books will be in the Functional Display several days during the Conference.

Important Weeks for People Interested in Books, Children and Their Fellow Men:

Brotherhood Week, February 16-23, and *National Library Week*, March 16-22.

Brotherhood Week becomes more and more important as we recognize our dependence on one another in an ever-shrinking world with ever-increasing problems.

It is hoped that *National Library Week* will help more people, both children and adults, to become frequent visitors to libraries, thus making more books their friends.

(Continued on next page)

ACE Branches in Florida Work for Kindergartens

ACE Branches in Volusia and Sarasota Counties are working to set up public school kindergartens in their communities. In Volusia County, a committee has been set up to study what is the proper curriculum for kindergartens. Sarasota County ACE members are consulting with other organizations interested in seeing public school kindergartens established.

The Volusia County ACE has established a speakers' bureau to provide speakers for meetings of civic groups at which information on kindergartens is needed. Also planned is a Town Hall program where experts in the field of early childhood education will answer questions from the public.

ACEI Center Project

Last month we reported on the hearing on November 20 before the Zoning Board of the District of Columbia. ACEI requested the use of the property at the southeast corner of Wisconsin Avenue and Quebec Street. No decision was given.

On December 17, representatives of ACEI again appeared before the Zoning Board and repeated the request for use of the property. Again the Zoning Board postponed decision and asked that new designs less modern and more in keeping with the residential neighborhood be presented to them at the hearing the latter part of January. At press time, the architect is at work on new plans.

A recent regulation in the District of Columbia requires that construction begin twelve months from the granting of use privileges. This requirement accelerates all planning and makes it imperative that funds be secured promptly. Use the coupon below in making your Valentine gift to the Building Fund.

Net Total as of January 1, 1958: $62.560.41

"The Stolen Years"

Are children in your community on half-day schedules? Are the teachers burdened with double shifts? If the answer to these questions is "Yes," you will be interested in a new reprint from the November 1957 issue of *School Life*, a publication of the U. S. Department of Health, Education and Welfare. As the title indicates, this article points out ways in which children on double shifts are robbed of much more than time. The author is Lawrence G. Derthick, U. S. Commissioner of Education. Free copies of this reprint (in limited quantity) may be obtained by writing to Information Service, ACEI Headquarters.

Zoning and architect's plans approved for ACEI Center!

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To ACEI, 1200 Fifteenth St., N. W., Washington 5, D. C.:

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having office at 1200 15th Street, N.W., Washington 5, D. C.

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Signed .....

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SNOW TRACKS

by Jean George, Author-Illustrator

Children will follow with delight the snow-track messages left for them by a weasel, a raccoon, fox, black bear and other woodland creatures in this picture story. By the author of *The Hole in the Tree.* Ages 4-7. *Reinforced cloth.* 64 pages. Publication date February 28. $2.50

MIKE THE MOVING MAN

by Paula Hutchison
Author-Illustrator

Mike is a happy man doing just what he loves most—moving things. Should he go on the stage as a strong man—or stick to the job he loves? A picture-story full of laughter. Ages 4-7. *Reinforced cloth.* 64 pages. Publication date February 28. $2.75

HOW DOES A GARDEN GROW?

by Ann Towson Brown
Illustrated with photographs by Peggy Plummer Sanders

Two little girls can't wait for Spring to start their garden. From indoor planting to transplanting and care outdoors—this is a practical, unusual book, excitingly illustrated. Ages 7-11. *Cloth* Publication date February 28. $2.50

HIDALGO AND THE GRINGO TRAIN

by Fay Griffith
Illustrated by Kelly Oechsli

An engaging Mexican boy struggles to help his peasant family on a typical poor Mexican farm—while he attempts with humor and rare determination to indulge his passion for learning. Ages 8-12. *Cloth.* 96 pages. Publication date March 28. $2.95

ME AND FRUMPET

by Evans C. Valens

A model railroad, a little pipe-cleaner man, and an imaginative story introduce the basic laws of physics to young children. Ages 7 up. 128 pages. *Cloth.* Publication date March 31. $2.75

TWIN KITTENS

by Inez Hogan, Author-Illustrator

A new popular Twin Book—this picture-story of an adventurous kitten and his cuddly twin follows the pattern of every small child's own hesitant steps toward independence. Ages 2-5. *Reinforced cloth.* 48 pages. Publication date March 31. $2.75

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ACEI Study Conference

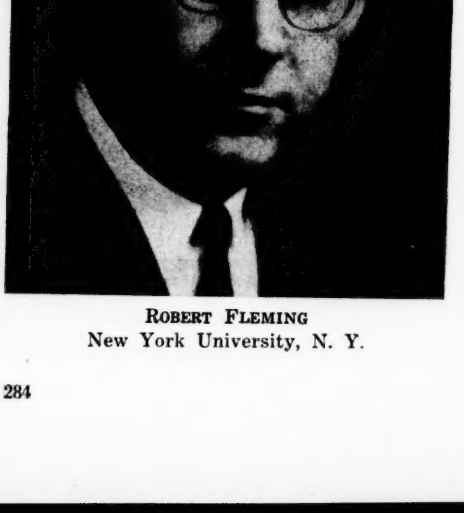
Atlantic City, N.J.--April 6-11, 1958

"HORIZONS—TODAY AND TOMORROW" is the theme for the 1958 ACEI Study Conference.

To develop it three sections are planned: I, Human Development; II, Creativity; III, Skills. It is hoped that registrants will be helped to broaden horizons and to exchange ideas regarding the central emphasis in all study groups—human relations.

Study groups will meet three times to discuss the above topics. A lab session will precede the final study group meeting. The needs of children will be served by those who strengthen themselves and others by participation in the discussions and activities of study groups. Participants will share experiences and jointly approach the pertinent problems that face all of us concerned with children. These groups are open only to those who have registered for the entire conference.

ALICE MIEL
Teachers College, Columbia University, N. Y.



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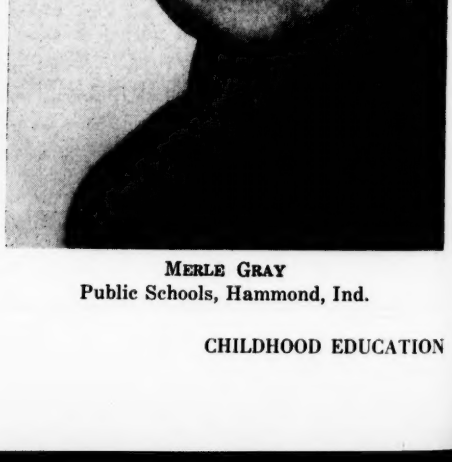
New York University, N. Y.



MERLE GRAY
Public Schools, Hammond, Ind.

Books for Children

Editor, ALICE L. ROBINSON

The following books were reviewed by RUTH GUE, *elementary supervisor, Montgomery County Public Schools, Maryland:*

MANHATTAN ISLAND. *By May Garelick. Woodcuts by John Ross and Clare Romano Ross. New York: Thomas Y. Crowell Co., 432 4th Ave., 1957. Pp. 55. $2.75.* Children will be delighted with this interesting story of New York, the city of work, wonder and magic with its huge quantities and unending variety of products and its myriads of new people, new faces and new customs. The busyness of the people as they go about their work in offices, in printing establishments, in the garment industry, or in any of the other businesses and services of the city is made clear through concise, fast-moving language. Woodcuts which reflect the spirit of the text add immeasurably to the story. *Ages 8 and up.*

THE TRUE BOOK OF PIONEERS. *By Mabel Harmer. Illustrations by Loran Wilford. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1957. Pp. 47. $2.* This story, told in simple text and illustrated with both black and white and colored pictures, presents a brief introduction to the pioneers with their great fortitude and courage as they moved westward across our country. Where the pioneers came from, how they traveled, dangers they encountered and overcame, homes they built, how they got their food and clothing, and how they learned the news are introduced to the younger reader. *Ages 8 to 10.*

TRUCKS AND TRUCKING. *Written and illustrated by Walter Buehr. New York: G. P. Putnam's Sons, 210 Madison Ave., 1957. Pp. 72. $2.50.* Many of the vast changes in living which have taken place since the coming of the motor age are related in this lively account of trucks and the trucking industry. Noting first our country before the age of trucking the author then explains the trucking organization and the use of trucks for the long-haul motor-freight business. Long-haul trucks, the truck driver's life, and the handling of freight as well as the special trucks used for farming and ranching, for lumbering, for food distribution and for carrying ore and oil are all described. Numerous black and white drawings contribute to the clarity of the text. *Ages 8 to 12.*

THE STORY OF THE "OLD COLONY OF NEW PLYMOUTH." *By Samuel Eliot Morison. Illustrated by Charles H. Overly. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1956. Pp. 296. $3.50.* Beginning in 1604 with William Bradford and William Brewster, and carrying the story to 1692 when the Plymouth Colony became a part of Massachusetts, the author has presented a history of the colony which describes conditions as they actually were and depicts the people as being real and human. From the first chapter entitled "How It All Started" to the last entitled "The Last Years of the Colony" the reader accompanies the Pilgrims from England to Holland and finally to America. The book gives accounts of preparations of the Mayflower's crew for the journey to the New World, the sixty-six day voyage, and the landing and explorations. Descriptions of clothing, homes, manners, customs, and even some of the follies of the people are included. This book will be particularly interesting to young people *twelve years and up,* but will have appeal for *all ages.*

TARO'S FESTIVAL DAY. *By Sanae Kawaguchi. Boston: Little Brown & Co., 34 Beacon St., 1957. Pp. 41. $2.50.* Children of Japan go to school, play and celebrate holidays and festivals just as children in America, only the schools and games and festivals are not just the same. This book tells about Taro, a Japanese boy, and his school; it tells how he and a friend went on a hunt for dragonflies; most importantly it describes how Taro celebrated Children's Day, the day of the big Festival all over Japan. Flying fish kites, taking "iris baths," and displaying family treasures are some of the festivities and customs related through this easy text and numerous pictures. *Ages 6 to 8.*

WAKE UP, CITY! *By Alvin Tresselt. Illustrations by Roger Duvoisin. New York: Lothrop, Lee & Shepard Co., Inc., 419 4th Ave., 1957. Unp. $2.50.* This author-illustrator team has created unusual harmony of mood and tempo in this delightful little book telling the story of a city waking up from a night's sleep and going about a new day's work. Both language and pictures take the reader from the soft, quiet darkness of the night to the hurrying people and jostling traffic of the early morning. The text, at first quiet and restful, later becomes busy and hurried; and the illustrations, at first in dark,

quiet shades and scenes change to bright colors and busy, crowded scenes. *Wake Up, City* is in sharp contrast to its companion book, *Wake Up, Farm. Ages 5 to 8.*

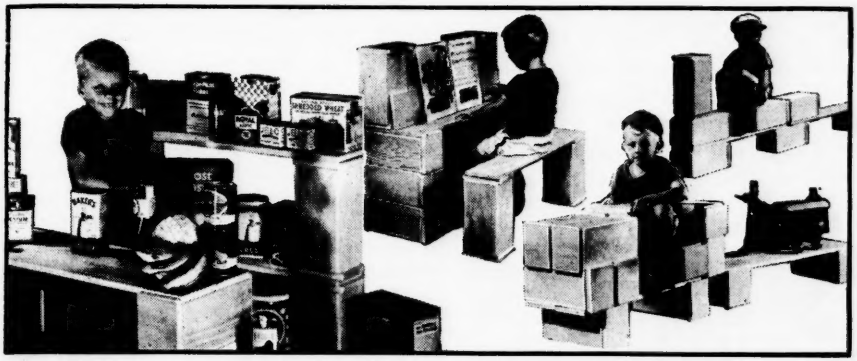
CORAL ISLAND. *By Nicolas Mordvinoff. Garden City, N. Y.: Doubleday & Co., Inc., 575 Madison Ave., 1957. Unp. $2.75.* Terii, who lived in a small village of thatched huts on Coral Island, has one longing. He wants to grow up quickly and become a pearl-shell diver like his uncle. Uncle Teopu is the fattest man on the island and by far the best pearl-shell diver. And Uncle Teopu owns a straw hat! When Terii rescues the straw hat from Kaveka, a pet sea bird, he grows up enough to paddle the canoe and help Uncle Teopu keep an eye on sharks. Later when Terii uses the straw hat to save Uncle Teopu from a man-eating shark he becomes "big enough to become a diver very soon." Young children will enjoy the story with its double-spread illustrations in black and white and in colors. *Ages 3 to 6.*

THREE PROMISES TO YOU. *By Munro Leaf. Photographs by William Charles of Beverly. New York: J. B. Lippincott Co., 521 5th Ave., 1957. Unp. $2.* Again using his well-known combination of simplified text and drawings, Munro Leaf has succeeded in presenting the United Nations and its purposes in a way that young readers can appreciate and understand. Three important efforts—eliminating war, fair treatment for all human beings, better living for everybody—and some of the complex concepts embodied in these efforts are explained and illustrated in this appealing book. A letter to the children of the world from Ahmed Bokhari, Under Secretary of the United Nations, is included. *Ages 6 to 10.*

DE SOTO, FINDER OF THE MISSISSIPPI. *By Ronald Syme. Illustrated by William Stobbs. New York: William Morrow & Co., Inc., 425 4th Ave., 1957. Pp. 96. $2.50.* Hernando DeSoto, who as a young Spanish boy had noticed more and more people traveling south and wondered why so many strangers were going in the direction of Cadiz and the sea, later became one of those travelers and in 1523 set out for the New World. After accompanying Pizarro and his bold company of men who found the great Inca kingdom of Peru, the occupation and settlement of Florida became a great dream in Hernando's mind and some years later a proud and glittering expedition to Florida became a reality. This expedition, filled with great dangers and hardships, while failing to accomplish the occupation and settlement of Florida, led to the discovery of the Mississippi and proved DeSoto to be a brave leader and natural explorer. Many black and white drawings add to the drama of this brief biography. *Ages 8 to 12.*

LEONARDO DA VINCI. *By John Thomas. New York: Criterion Books, Inc., 257 4th Ave., 1957. Pp. 191. $3.* The story of a genius, who "in his lifetime was an artist, a sculptor, a poet, an architect, an engineer, a musician, a chemist, an inventor, a philosopher, and an athlete," is told in this fascinating account of the life of Leonardo Da Vinci, a man who lived five hundred years ahead of his time. From his apprenticeship in Florence as a boy of sixteen to the closing years of his life in France, many of the experiences, discoveries, and inventions which indicate the great genius of the man along with the defeats and disillusionments which accompanied that genius are related. Da Vinci's own drawings, designs, and curiously written notes taken from his sketchbooks accompany this interesting story of his amazing accomplishments. *Ages 11 to 14.*

IGLOOS, YURTS, AND TOTEM POLES. *Edited by Friedrich Böer. New York: Pantheon Books, Inc., 333 6th Ave., 1957. Pp. 124. $3.50.* The thirteen different stories of this book describe the life and customs of thirteen different peoples from all over the world who live today much as their ancestors lived thousands of years ago. These stories, written and illustrated by experts and artists of the Hamburg Museum of Ethnology and Prehistory, tell how some of today's "modern primitives" hunt and fish in order to eat, how they build houses and shelters with their own hands, and how they wander about in search of water and pasture for their herds. The tools, weapons, clothing, homes and activities of the Eskimos of North Canada, the Haida and Jivaro Indians, the Fuegians, the Tuaregs of the Sahara, the Nuer of the Upper Nile, the Ba-Congo people, the Bushmen of Australia, the Mbowombs of New Guinea, the Samoans, and the Kazakh-Kirghiz and Ostyaks of Siberia are all made clear through clear, concise narratives and numerous drawings. *Ages 9 to 12.*



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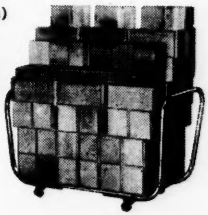

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Books for Adults

Editor, ELIZABETH KLEMER

ILLUSTRATED GAMES, RHYTHMS, AND STUNTS FOR CHILDREN: Upper elementary grades. *By Frank H. Geri. New York: Prentice-Hall, Inc., 70 5th Ave., 1957. Pp. 304. $2.95.* This is excellent source book of activities, attractively illustrated, showing formations and positions of players, including diagrams and dimensions of play areas. The material is organized according to types of activities rather than grade level and is planned for ages 9 to 12. Included are units on tag, circle, goal and team games, relays, stunts and folk dances.

The unit on team games includes skills, drills and lead-up games for basketball, softball and soccer.

The rhythms unit includes simple couple and group folk dances. No music is presented, but record references are given for each dance.

A chapter on nature games presents interesting material especially usable for camp and club leaders.—*Reviewed by* MARION L. SCHWOB, *associate professor of physical education, San Diego State College, California.*

THE ELEMENTARY SCHOOL PRINCIPAL AT WORK. *By William V. Hicks and Marshall C. Jameson. New York: Prentice-Hall, Inc., 70 5th Ave., 1957. Pp. 322. $4.50.* Out of the rich and varied experience of its authors comes a publication that is quickly becoming a handbook for many elementary school principals. Calling upon their years of experience as principals and literature on the subject, the authors have succeeded in packing a wealth of material into the book.

Beginning with the principal on the opening day of school, we follow him through the varied problems that seem to challenge all principals. Planning for the beginning of school, keeping channels of communication functioning, improving instruction, helping new teachers, and maintaining good personnel relations are some of the more typical situations discussed.

Such topics as working with the PTA, improving school morale and discipline, evaluating the principal's effectiveness, and assuming more responsibility in teacher education indicate the author's awareness that concepts regarding the elementary principalship are continually broadening. Not only must the principal be competent in the areas mentioned, but he must also be aware of current issues in elementary education, conflicts and compensations of his work, and his relationships with various professional groups in education. Suggestions for solutions to specific problems a principal often faces help the reader to see his immediate concerns in relation to the larger educational picture and to keep his perspective in the welter of "administrivia" that often almost suffocates him.—*Reviewed by* HARL J. BROWN, *principal, Lemon Avenue School, La Mesa, California.*

TEACHING THE BRIGHT AND GIFTED. *By Norme E. Cutts and Nicolas Moseley. Edgewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957. Pp. 268. $4.25.* This very readable book should be an asset to the classroom teacher of gifted and bright pupils on either the elementary or secondary level. In "Calling All Teachers," it points up the urgency of the problem; in "Identification," it offers help in identifying gifted children to the classroom teacher, who should be the first to identify qualities of giftedness, whether the school provides psychological services or not.

Included is a distinctly fine chapter on enrichment, "Utilizing Community Resources." The authors do an adequate job in discussing the pro's and con's of acceleration and segregation of various types.

The authors have done an excellent job in the selection of topics for rounding out the book in the areas of fundamentals, guidance, mental hygiene and character development. "Working with Parents" attempts to assist the teacher in the difficult task of conferring with parents of gifted children.

The bibliography is extensive and includes a high proportion of recent work. Particularly valuable are the appendices which include an annotated bibliography in the field of gifted children; a bibliography of available tests for measuring achievement, mental ability and diagnostic needs; and a bibliography on methods of teaching in both general and specific subject-matter areas.—*Reviewed by* FRANCIS A. BALLANTINE, *professor of education, San Diego State College, California.*

EDUCATING GIFTED CHILDREN. *By Robert F. DeHaan and Robert J. Havighurst. Chicago: The University of Chicago Press, 5750 Ellis Ave., 1957. Pp. 276. $5.* This book will " . . . serve as a guide and stimulant

. . . " The authors have done a scholarly work in attacking the problems of educating the gifted child. Included are many case studies or anecdotal records to illustrate their points. They have been especially able in presenting arguments from a philosophic, but still very practical, standpoint on the various points of view regarding identification, acceleration, segregation and enrichment.

An especially interesting chapter is that on developing creativity and special talents. The actual process of creating is well presented. Unfortunately, the authors did not include any means of identifying the potentially creative child. The lack of basic research in this field is well shown by the authors' lack of any citations for this chapter.

The concluding chapter on the extremely gifted child has its main value in assuring that the average classroom teacher will recognize, firstly, that the vast majority of gifted children with whom he works are not extremely gifted and, secondly, that the extremely gifted children are a very special type who should have a specialized and individualized program to meet their needs.

The book is challenging and thought provoking. It is not prescriptive. The reader must have imagination and ability to use it to its fullest value.—*Reviewed by* FRANCIS A. BALLENTINE.

FRONTIERS OF KNOWLEDGE IN THE STUDY OF MAN. *Edited by Lynn White, Jr., New York: Harper & Brothers, 49 E. 33rd St., 1956. Pp. 330. $4.50.* Seventeen authors of distinguished reputation present what is being learned through the studies of human genetics by Theodosius Dobzhansky; psychology by Gardiner Murphy; cultural anthropology by Clyde Kluckhohn; archaeology by Gordon R. Willey; history by Lynn White, Jr.; sociology by Everett C. Hughes; politics by Peter H. Odegard; geography by George H. T. Kimble; economics by Kenneth E. Boulding; history of science by Bernard Cohen; musicology by Manfred F. Bukofzer; art history by Alfred Neumeyer; literature by Howard Mumford Jones; linguistics by John Lotz; mathematics by Anatol Rapoport; philosophy by Susanne K. Langer and religion by George Hedley.

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denominators in the contributions are the more significant because of their spontaneous, unpremeditated and implicit development. In the conclusion the Editor analyzes the contributions through a brilliant chapter on the changing canons of our culture and invites further analysis and study of his conclusions in relation to the material presented. This book brings many new insights now developing in the study of man.

All who are anxious to know where recent scholarly knowledge leads will gain great satisfactions from this provocative book. Educators and students will find it invaluable in each of the fields analyzed, as well as for its magnificent interpretation of discoveries about the nature of man and society.

THE ELDEST CHILD. *By Edith G. Neisser. New York: Harper & Brothers, 49 E. 33rd St., 1957. Pp. 174. $3.50.* Parents, teachers, group leaders and all who live and work with children will find this book valuable. A careful analysis is given of problems and tensions that the eldest child in the family may face, and constructive suggestions are included to help avoid or to deal with them. Myths and customs concerning the first child which developed in earlier times and in other cultures give valuable background material for present practices. The unique inner pressures that the eldest child may experience and their effect on his feelings toward other members of the family are carefully analyzed. Positive means by which such a child may be helped to grow into friendly relations with others are practical and constructive. Some privileges and responsibilities of the first child in his family and in other groups are included. Insights may be gained from the excellent examples of types of behavior that may result from this particular position in the family.

Special situations including families with adopted children or step-children, homes with only one parent or where there has been a loss of another child are described. Ways of meeting needs of the eldest child in such situations are suggested. Excellent references for further reading are given.

This readable book based on sound psychological principles is another excellent contribution for promoting better understanding of children and the family.

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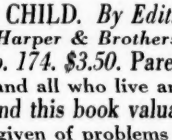

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Among the Magazines

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We are now well along in what has been termed the International Geophysical Year. Your Committee felt that a roundup of articles relating to this subject would be helpful to many teachers. Space limitations have made it impossible to communicate the drama and high interest we found in these articles. One can only feel the impact of this great international effort of our times by becoming increasingly aware of the scientific advances rapidly being made. Daily news sources give us on-the-spot accounts of events of scientific interest. Magazine articles give us a more consecutive and considered interpretation of these events.

For General Information

WORLD'S GREATEST RESEARCH PROJECT. *By G. A. W. Boehm, "Fortune," June, 1957.* This is the most comprehensive coverage of the IGY we found. If you want to know about its history, scope, organization and function, here is an inclusive survey. The article gives you such information as why this particular year (actually it is a period of time running from July 1, 1957, to December 31, 1958) is especially suitable for geophysical study, what the entire range of IGY research includes and the procedures used by the sixty some nations cooperating in more than 1000 field stations. There are specific details on the 500 stations the U. S. will man, many of them in cooperation with scientists of other nations. These stations cover all branches of geophysics. How will the U. S. pay for the research it is carrying on? There is a breakdown of sources and the amounts appropriated for the various projects. The direct appropriation of Congress is only a fraction of the money the U. S. will spend. Other contributors are the Department of Defense, universities, research institutes and private industry. Some implications for the results of this greatest research project in history are projected, but it will take many years before the information now being gathered is fully digested.

IGY ROCKET PROGRAM. *Prepared by Subcommittee for IGY of Technical Panel for Rocketry, "The Scientific Monthly," September 1957.* Although special emphasis is given to fields of study related to the

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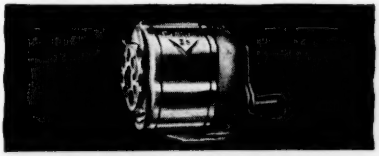

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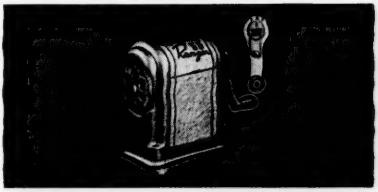

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earth's atmosphere, this article is highly informative in regard to the total program of the U. S. participation in the IGY. It gives detailed information on how the U. S. Committee for IGY was established, and how it coordinates the administrative as well as the scientific aspects of the over-all program. One feels that here is readable information straight from the scientists that provides a good frame of reference for current newspaper reading.

Exploring the Sun and Our Atmosphere

SPOTTED SUN SPARKS IGY. *By Ann Ewing, "Science News Letter," June 1, 1957.* Because the sun is now reaching a peak in its eleven-year cycle of activity, scientists selected this period for "the world-wide scientific treasure hunt known as the International Geophysical Year." This article gives a concise report on the IGY research that is concerned directly with the sun. Sun spots are only one of the many items to be investigated. There is a brief run-down of other items. Information is given on the four types of designated world days or series of days on which special observing programs will be conducted. Opportunities for participation in IGY by the lone amateur are suggested in auroral observations and in meteor counting.

REPORTER AT LARGE: PROJECT VANGUARD. *By D. Lang, "New Yorker," May 11, 1957.* Daniel Lang has obviously done a thorough job in collecting information concerning the preparations for launching our first satellite. He looks at many aspects of this project, both technical and philosophical, reflecting the feeling of many American scientists that we are on the verge of monumental discoveries. One feels just a bit closer to that mysterious zone called the exosphere, and one begins to understand why the satellite may be "the greatest boon to astronomy since Galileo's telescope" as he pieces together the dramatic and intriguing background of the development of our first satellite.

TRACKING THE MAN-MADE SATELLITE. *By Max Gunther, "Radio and TV News," July 1957.* A complex and elaborate "recording system" will be used to keep track of our satellite after it is launched. This article gives an over-all view of the IBM 704 Electronic Processing Machine which will calculate and predict the course of the satellite

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DESTINATION, OUTER SPACE—A PRIMER ON PROPULSION AND FUELS. "*Life.*" *November 18, 1957.* This is the second of a series of three articles related to space travel in one issue of *Life*. For the uninformed, this particular section gives a graphic introduction to the principle behind the propulsion of the rocket. Seven important present and future propulsion systems with the advantages and disadvantages of each are listed. There are excellent diagrams to illustrate the principle of each of these systems. Liquid and solid fuels are now available. Present prediction indicates that new fuels for propulsion such as metal fuel, fission power and solar power will be developed in from three to twenty-five years.

SPACE TRAVEL—A NEW TIMETABLE. *By James J. Haggerty, Jr., "Look," December 10, 1957.* If your life expectancy spans the twentieth century, you will live to see in America space flight (now a field of practical engineering), earth satellites, manned missiles, larger satellites, unmanned flights, piloted satellites, a trip around the moon and a landing on the moon. This article projects the year that each of these conquests will be successfully completed and comments upon scientific research related to each project. The author believes there is no solid basis for prediction for travel to Mars, Mercury or Venus; but he is confident that travel to these planets will come.

Exploring the Waters of the Earth

WEATHER, OCEANS AND CLIMATE. *By Ann Ewing, "Science Newsletter," June 15, 1957.* Three facets of the investigations being carried on during IGY are discussed briefly here—measuring the ocean's circulation, glaciers and meteorological investigations. Glaciers, it seems, are considered frozen libraries. By taking borings and studying the dust and chemical composition of various layers, scientists hope to learn what has happened to the earth over the past 1000 years. The author points out certain expected results of these measurements such as im-

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THE LAST GEOGRAPHIC FRONTIER: THE SEA FLOOR. *By Edwin L. Hamilton, "Scientific Monthly," December 1957.* Although man has steadily increased his knowledge of land surfaces, the ocean floor has retained many secrets. This definitive article by a man who is an expert in his field describes some of the more important discoveries of recent years and details some of the studies to be undertaken in the IGY. It develops enough background to inform the nongeologist reader and highlights the implications of the mysterious forces that are at work beneath the ocean surface. It includes a well-chosen bibliography for those who wish to pursue the subject further.

Exploring the Earth

CHARTING THE PACK. *Newsweek, June 3, 1957.* In the science section of this issue of Newsweek, both the Russian and the U. S. stations in the North Pole are discussed. One finds out something of the nature and extent of the investigations that are being made on these floating stations and the comparable amount of research that has already gone on. (Russian effort is acknowledged to be ten times ours.) Some of the changes that have occurred in the last fifty years are pointed out, such as the fact that ice floes seem to be thirty percent thinner than they were in earlier days. Some startling predictions are made as to how an ice-free Arctic would affect the climate of the Northern Hemisphere.

YEAR OF DISCOVERY OPENS IN ANTARCTICA. *By David S. Boyer, "National Geographic," September 1957.* The findings in Antarctica of thousands of scientists from twelve nations will affect the lives of people all over the world. Their knowledge and resources are concerned with greater understanding of weather, auroroas, geomagnetism, cosmic rays, ionospheric physics and meteorology. The IGY has launched this Antarctic discovery. Here is a first-hand account of the project.

ANTARCTICA IN A TWO POWER WORLD. *By Walter Sullivan, "Foreign Affairs," October 1957.* The political implications of the increased interest in Antarctica as a result of IGY are discussed. Improved communication, modern air transportation and the atomic powered ice-breaker have brought Antarctica into a role of strategic importance. This article contains a survey of Antarctica's exploration and increasing importance in today's political climate.

EXPLORING THE WORLD'S CRUST. *"Science Digest," September 1957.* A map of the world's interior is expected to result from the intensive study of three phases of our planet's crust—earthquakes, gravity and latitude and longtitude. Because most available data has been collected in the world's most densely populated areas, the new program is emphasizing measurements in remote areas such as Antarctica and the South Pacific. A new type of camera is described here which can simultaneously photograph the moon and its starry background. Scientists believe that the moon holds the key to learning distance between continents to within a few feet. The article points out how this moon-measuring program will yield data on continental shift and will give accuracy needed in the forthcoming era of intercontinental ballistic missiles. It also mentions the fact that for the first time gravity measurements below the surface disturbances in the ocean will be taken from submarines.

Teaching About the IGY

SPUTNIK AND THE SCHOOLTEACHER. *By John Lear, "Saturday Review," November 2, 1957.* "It must be clear . . . that the Soviet Union is challenging American supremacy in science," was an observation made some two years ago and now currently substantiated in this article. The author goes on to remind his readers that our Congressmen will do little to promote funds for basic science research if our voters continue in their present delusion that "the best" and "the first" is always American in origin. Stressing the exciting phases of mathematics study by parents and children together as given impetus by the travels of Sputnik, he concludes: "Without mathematics democracy cannot hope to survive." He offers as possible attractions to its further study by boys and girls a look at it by way of beautiful designs and configurations in geometrical symbols or investigating its intricacies through the antics of puppets such as those created by Bill and Cora Baird. Further, he predicts a newer era for arithmetical advancement to come through "a teaching revolution" in the classroom. All

in all, a most interesting and worthwhile viewpoint to consider!

The Teacher's Edition of *My Weekly Reader*, September 16-20, 1957, describes the IGY in "Science's Biggest Year." This is a concise outline of the IGY and the implications it has for teachers. The various editions for children carry interesting and pertinent information on IGY. Some classroom teachers find it helpful to have several editions available in a classroom to accommodate the reading levels and interests within the group and also extend the knowledge of the entire group by having several sources of information. It seems that never has on the spot news been more popular or important to children than in the past few months.

Newstime and *Explorer*, publications of Scholastic Magazines, have carried information for children in several of their issues. *Scholastic Teacher*, which accompanies these Scholastic newspapers, presented a special unit on teaching IGY in the classroom in the October 25, 1957, issue. Two features are especially worthy of mention. One is a brief article by Morris Meister on "The Challenge of IGY to Our Scohols," wherein he states that it is our duty as teachers to help youth understand that an event of historic importance is taking place. This event may change our lives. He leaves us with somber reflections when he says that civilization is truly doomed if space supremacy is to become our sole objective. He feels that "If IGY has any purpose at all, it is to instill in youth the hope and objective to use our new and rapidly developing knowledge for peaceful and cooperative living both on our own planet and throughout the universe." The other feature is an IGY reading list of books, pamphlets and articles for adults and children. The *Books for Young Readers* on the IGY are annotated.

GIRLS AND BOYS IN OUR CLASSROOMS SHOULD BE made aware of the immensity of the whole of the International Geophysical Year's undertaking. This may be the spark which will kindle the flame of desire for a career in science for many youngsters and help all children develop interests in the influence of science in their lives. When the next IGY rolls around let us hope that some of the starry-eyed youngsters who are in our classes today, or some of the absent-minded ones who may be *thinking*, will be manning the outposts of new knowledge. It could well be that the grandchildren of our pupils will come to them years hence and say, "Tell us about the International Geophysical Year way back in 1957-58, Grandpa."—By permission, from *Letter to Supervisors* (Series 11, No. 3, Nov. 1957), New York State Education Department, by NELSON BEELER, professor of science, State University Teachers College, Potsdam, N. Y.

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Over The Editor's Desk

Dear Readers:

Laura Hooper, formerly of University of Pennsylvania, School of Education, Illman School for Children, and now teaching in Melbourne, Australia, in the Kindergarten Training College, asks a timely question. It is timely because *All Children Have Gifts*, an ACEI membership bulletin by Anne S. Hoppock and others, is just off the press (available for seventy-five cents from the Association for Childhood Education International, 1200 15th Street, N. W., Washington 5, D. C.). It is timely because currently we hear and read so much about *the* gifted child. Laura Hooper suggests that all those concerned for children should ask, "What are the gifts of children?" rather than, "Who is *the* gifted child?" She writes:

"Let's take a look at just one family of children!

"Mary, the oldest, has the gift of sportsmanship. Boys and girls alike knock on her door and wait for her to participate. She has great knowledge and skill in the field of sports and all the qualities which make for teamwork.

"Then there is Patsy, who has artistic gifts. She writes and models, she paints and plays her flute. She also has gifts of deep understanding of political affairs and, as a college student, won an internship in government, going later to Greece and then to China to serve in a position for the government.

"Last of all, there is Bille. Bille takes longer to get the academic skills. Bille has a gift with people, and when a new child arrives at school, Bille is sent for to make the child feel at home. This gift has carried over into college years, where guidance is her specialty.

"Perhaps our question is—'What are the gifts of each of these children?' rather than—'Who is *the* gifted child?' "

These questions may arouse readers to react. Will there be letters from *you* which reflect your thinking on this topic? We hope so.

Sincerely,

Margaret Rasmussen

NEXT MONTH

The March issue will attract readers from far and near, hamlet and city, mountain and valley. Why? Because many readers *are* parents and the theme, "We Recognize Parents as Resource People," is for them. Other readers will want to read over their shoulder, though.

The editorial by Robert S. Gilchrist, superintendent of schools, University City, Missouri, is called "Parents Are Individuals."

Elizabeth W. Beal and Dallas K. Beal, parents from Manhasset, New York, write "Parents Know Their Children."

"Parents Can Help—through the PTA" has a positive approach. This article is signed by Charles H. Dent, associate professor, University of Texas, Austin.

"How wide is the door open?" is a question which refers to *school* doors. The question is posed and answered in ways to improve parent-teacher and teacher-pupil relationships. Gary will linger long in your memory, for Lutie Chiles, associate professor, William Jewell College, Liberty, Missouri, makes a point of acquainting you with him.

Frank Hubbard, assistant executive secretary for Information Services, NEA, Washington, D. C., illustrates what parents can do to get good school policies and practices that affect everyday school life.

"Reaction to Their Schools" concerns a parent opinion survey from twenty-four schools of Tampa, Florida. Hulda Grobman, editorial assistant of Kellogg Leadership Study, University of Florida, writes the findings.

"Concerns for Children Are World Wide—in Brazil" is by Beatriz da Costa, teacher from Belo Horizonte, Minas Gerais.